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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME V

MAAG JOB POSITION (IBERIAN SPANISH)

A study conducted under contract number DAAG39-77-C-0197

for

The Defense Language Institute Foreign Language Center

May 1979

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA.

VOLUME Y. MAAG JOB POSITION (IBERIAN SPANISH).



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INTRODUCTION

Volumes V, VI and VII of this report present the results of the task analysis of Iberian Spanish language requirements for Military Advisory and Assistance Group (MAAG) officers stationed in Madrid.

The MAAG position presents a particularly complex communication task.

MAAG officers interact with their Spanish counterparts in the following ways:

They

- make and receive telephone calls
- participate in business and social conversation
- present formal briefings
- facilitate communication between non-Spanish speaking personnel and Spanish officials
- scan documents and correspondence to quickly gleen important information
- review documents and correspondence in depth to report on and respond to the contents

MAAG officers must be trained to perform these activities in four different roles:

- ADVISOR
- ADVOCATE
- •AIDE
- **OUESTOR**

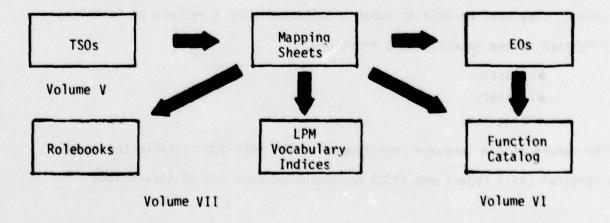
Furthermore, they must be able to speak knowledgeably on a variety of technical topics related to the general topic areas of

- Logistics
- Aircraft
- Management

The nature of the language requirement of the MAAG job is reflected in the seven Terminal Skill Objectives (TSO) beginning on page V-3 of this volume.

Each TSO specifies one of six COMMUNICATIVE ACTIVITIES which define the communicative parameters of the job. In four of the seven TSOs, more than one ROLE is indicated; i.e., the MAAG officers may be required to perform the communicative activity in any one of those roles. All of the TSOs list at least three TOPICS about which the MAAG officer may be required to communicate.

Following each TSO a Mapping Sheet is provided to direct the user to the materials which further define both the communicative activities and the Spanish language necessary to accomplish those tasks. The Enabling Objectives (EOs) which begin on page V-58 of this volume, provide a detailed outline of each communicative activity required for the MOS. This outline is explicated by the listing of the language functions required to perform the communicative activity. The EOs provide a direct link between the description of the job itself and the language by describing the job language tasks in terms of their component functions and directing the user to the <u>Function Catalog for Iberian Spanish</u> which lists Spanish utterances used to accomplish each function. (See Volume VI.) The map also directs the user to the appropriate rolebooks and vocabulary lists (see Volume VII), and to the function catalog (Volume VI).



TERMINAL SKILL OBJECTIVE

Page T.01

TIVE TASK "QUESTOR", "ADVOCATE" "CONVERSES" one/few person(s) sports, families, household management, "survival" needs setablish contact, rapport; make arrangements; get information ATION TIME PERFO 20 min. Stammar, Spanish None y Stammar, Spanish Pring Pri	DOCUMENTATION: Interview data: MAAG officers and support personnel, Madrid, APM 50-29, AFR 400-3	STATEMENT The contact of management of management of management of the Granish Januarae with		PERFORMANCE TIME DESCRIPTION The student will carry on a 10-minute conversation in Spanish on a face-to-face basis with a native speaker on a selected topic, using appropriate vocabulary (e.g. T.04) and grammar as specified in functions (T.03).	Functions Vocabulary
--	--	---	--	--	------------------------

9 10 Page 1 of 5	Culture/References/Supplements	A U.S. Colonel visits the landlady of an apartment building to inquire about a vacancy. Sefora-Use "sefora" as a polite form of address (similar to "ma'am" in English) if you know a woman is married or she is old. Otherwise, use "seforita."	quaintance. It is often used with a landlady even after a long acquaintance. de que=that. The verb enterar means to inform or acquaint. Enterarse de, however, means to hear of, to find out about. Certain verbs require a preposi-	tion before a noun or noun clause (con- tribuir a, alegrarse de, insistir en, etc.) pisc-a standard apartment, more than one bedroom, etc.	amueblado-Purnished apartments have become more common in recent years. Unfurnished apartments usually do not have kitchen appliances.
	FUNCTIONS Major Descriptors	5.1 greet	5.5.1 introduce	5.18 be hospitable 5.10 gratitude	1.2 state factual information 3.6 preference
M 1 2 3 4 5 6 7 8 9 10	KEY TERMS Vocabulary Items	The second secon			se ofrecen - are offered 1.2 state factual are available los dos - both tiene . la cocina amueblada - the kitchen has appli- ances
TSO No. 1944G / C.1.01 / SP <u>127</u> TSO <u>17</u> E0	TASK SCENARIO	<pre>Li-landlady/ U.S.C:= United Statum: Colonel U.S.C: Buenas tardes, sefora. Li: Buenas tardes. ¿Cómo está usted? U.S.C. May bien, gracias, ¿y usted?</pre>	 I.L.: May bien gracias. U.S.C. Me llamo John Wilson. Bueco un piso y me he enterado de que Ud. sabe de uno. I.L.: Si. señor. En este momento tenemos dos 	pisos libres. Pase por favor. U.S.C: Gracias. IL: Siéntese. U.S.C: May amable.	los dos. Los dos tieren tres cina, comedor, sala, y Uno es amueblado y el ente la cocina amueblada.

4

9 10 Page 2 of	COMMENTS Culture/References/Supplements
	FUNCTIONS Major Descriptors
	KEY TERMS Vocabulary Items
T50 No. 1836 / C.1.01 / SP.	TASK SCENARIO

Utilities are rarely included in the rent. Electrical power is so expensive that most water heating and cooling are done by gas purchased in large, orange-colored tanks. These tanks are delivered on a regular schedule according to districts established by the gas company. A new tenant must notify the district office to renew service. Service is usually registered under the name of the juilding owner, but the tenant pays for each container.

1.2 state factual information

sale en - it costs pesetas mensuales

IL: Sale en 6,000 pesetas mensuales, exceptuando

¿Cuánto es la renta?

la renta - rent

1.3 seek factual

Information

1.2 state factual

Information

Information

3.7 Intention

bombonas - butane gas

tanks

1.3 seek factual

pesetas per month

IL: No. Hay dos bombonas en el piso. La cocin

U.S.C: ¿Es de gas ciudad la cocina?

el agua y la electricidad.

tiene calentador. Yo le daré el número

de teléfono de la companía de gas para este

distrito. El contrato está al nombre del

Sefor Jorge Conzález de Rivera.

1.2 state factual information

that a certain amount of money be spent on the maintenance of apartment buildings. The purpose of this fee is to prevent the physical decline of the public portions and exteriors of buildings. In some cases, the landlord pays this fee. In others, the landlord pays this fee. In others, each tenant is required to contribute a fixed amount per year. In some buildings, the tenants take turns cleaning and making repairs to avoid higher fees. Information concerning these and other regulations which affect consumers is available at the gasto de la comunidad-Spanish law requires "Ayuntamiento" -City Hall. 1.2 state factual information 2.8 obligation 2.8 obligation los arrendatarios - the does it run to our account - is it charged to us cobramos - we charge desperfecto - slight damage tenants

IL: Lo pagan los arrendatarios, 1,000 pesetas

nosotros o corre a su cuenta?

al mes. Además cobramos un depósito de

IL: Sf. Normalmente sale en 130 pesetas por

U.S.C. ¿Corre a nuestra cuenta el gas?

U.S.C: El gasto de la comunidad, ¿lo pagamos

1,000 pesetas por si hay algún desperfecto

en el piso.

V-6

Page 3 of 5

C.1.01 TSO No. MPAG // TS0 7/ 60

the Spanish have less affinity for pets than do Americans. In Spanish, there is no word which is equivalent to "pet". It is extremely rare, however for children to be excluded from an apartment building. It is crucial that needed repairs be noted and an agreement reached about their being corrected.

It is somewhat important to be obviously careful, critical, and astute, though always polite. "Hay que defenderse"-One must defend oneself. y me marche - subjunctive since time move is unknown. A deposit is a common requirement. Culture/References/Supplements COMMENTS 5.8 sympathy/empathy 3.10.2 unimportance/ FUNCTIONS Major Descriptors indifference 2.12.1 difficulty 2.12.1 difficulty 2.11 awareness 3.9.1 approval 3.7 intention 2.6 need reembolsado - reimbursed les será devuelto - will be returned to you IL: Me lo imagino. Tengo dos hijos - ya crecidos ya crecidos - grown up reparaciones - repairs revisaremos - we will look over Vocabulary Items me marche - I move embargo, se necesitarán algunas reparaciones. que no se permiten animales en este edificio? U.S.C: ¿Y ese depósito me será reembolsado en U.S.C: Todo parece en buenas condiciones. Sin revisaremos el piso y, si todo está bien, IL: Claro que sí. Antes de que Usted se vaya animal. Con tres hijos ya tengo complicael depósito le será devuelto. ¿Sabe U.S.C: No es problema. No tengo ningún De pequeño no tenda un rato libre. TASK SCENARIO cuanto me marche ciones suficientes

change topic

4.2 requests

6.8.2 consent to

1.2 state factual

information

con manchas. Adends, parece que el frigorifico con manchas - stained, dirty, spotted

U.S.C: Bueno, primero me gustaría que se pintara la habitación más grande. Las paredes están

IL: Digame.cuales

9 10 Page 4 of 5	Culture/References/Supplements	Always ask about regular maintenance schedules.	Mashing machines are usually provided in furnished apartments. However, dryers are very rare. Instead, tenants hang their laundry on lines from the windows which open onto the patio, an open courtyard in the center of the building. Older apartment buildings near the center of the city are usually well maintained. Downtown areas have not suffered the flight to the suburbs common in the US.	V-7
	FUNCTIONS Major Descriptors	2.5.1 capability 2.8 obligation 1.2 state factual information	2.8 obligation 2.1.1 agreement 1.1 identify 3.1.1 pleasure/liking 1.2 state factual information	3.1.1 pleasure/liking
M 1 2 3 4 5 6 7 8 9 10 0-0-0-0-0-0-0-0-0-0-0	KEY TERMS Vocabulary Items	en seguida - right away cada - each estropeado - broken por el uso normal - through normal use	falta de cuidado - lack of care, carelessness le toca a él - it is his responsibility arreglarlo - to fix it correcto - right, that's as it should be da al - opens on the tender la ropa - hang clothes cerca del centro - near downtown se puede llegar andando en veinte minutos One can walk to within twenty minutes cada ratito - every so often, every little	while esquina - corner
T50 No. MANG / C.1.01 / SP 17 T50 17 E0	TASK SCENARIO	no funciona bien. IL: Bueno, todo eso se puede resolver en seguida. U.S.C: Uha vez viviendo aquí, ¿quilén es el responsable de las reparaciones? IL: Pintamos todas las paredes <u>cada</u> año. Si hay un mueble estropeado por el uso normal, también corre a cuenta de la casa. Claro,	r falta de cuidado del a el arreglarlo. Esa ventana da al tender la ropa. y blen. Sobre todo, tan cerca del centro. qar andando a la Plaza e. Adends, a cada rato	Está muy bien situada.

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9 10 Page 5 of 5 8-4	Culture/References/Supplements	Most neighborhoods provide all essential services. Car transportation is rarely required and many people do not own cars. Public transportation is efficient and cheap and people also walk a lot. pasear-taking a stroll is a popular pasttime, especially in the evenings and on Sundays.	A contract which specifies all costs and repair or maintenance agreements should be finalized in writing.
5 6 7 8 0 0 8	FUNCTIONS Major Descriptors		1.5 express 5.16 strike a bargain 2.1a agree
M 1 2 3 4 5 6 7 8 9 10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	KEY TERMS Vocabulary Items	barriada - neighborhood sin miedo - without fear	bajemos - let's go down- stairs trato hecho - it's a dea
TSO No. MANG / C.1.01 / SP	TASK SCENARIO	Esta <u>barriada</u> , aunque es bien antigua, tiene de todo - y se puede pasear por las calles <u>sin miedo</u> a la una de la mañana. He vivido aquí pues, ya hace quince años y, de veras, me encanta.	U.S.C:Creo que nos conviene arrendar este piso. IL: May bien. Entonces, <u>bajenos</u> a revisar el contrato y ya - <u>trato hecho</u> . U.S.C: Excelente.

LPM Functional Indices

	Lopic topic topic	V-9
6.0 Managing Communication	interrupt refocus and/or adjust communication change topic consent to change topic refuse to change topic	
	6.1.1 6.8.3 6.8.2 7.8.3 7.8.2 7.8.3	
Elementary Social Rituals	greet take leave open conversation introduce respond to introduction sympathy/empathy graitiude regret apology end conversation take leave be hospitable	jective.
5.0	5. 18 5. 18 5. 18 5. 18 5. 18 6. 10 6.	o Dilu
4.0 Suasion	suggestions requests invitations advice warnings directions/ instructions/ commands corrections	in the "CONVERSES" enabling objective.
	44444 4 1004400 V	<u> </u>
3.0 Emotional Attitudes	pleasure/liking displeasure/ dislike satisfaction dissatisfaction fear worry hope surprise preference intention want approval disapproval disapproval importance z unimportance indifference anticipation	is task scenario but not
3	3.1.2 3.2.2.1 3.2.2.2 3.3.3.3.1 3.3.3.3.3 3.3.3.3.3 3.3.3.3.3	his tas
Intellectual Attitudes	agreement disagreement an offer accepting an offer remembering forgetting possibility impossibility impossibility capability need certainty uncertainty uncertainty obligation request for permission denial of permission denial	ine appear in t
2.0	2.1.1 2.2.2 2.2.3 2.2.3.3 2.2.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3.3 2.3.3 2.3.3 3.3.3 2.3.3 3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3 3.3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3	dotted
1.0 Factual Information	identify objects, persons, processes state factual information information	* These functions appear in this task scenario Functions listed below the dotted line appear
	1 7 5	* F

TSO MAAG / C.1.01 / SP TSO Map

RECOMMENDED TRAINING SEQUENCE

00 w E

SEQUENCE TYPE [3] linear

PRIMARY DECISION FACTOR

hierarchical

dependent relationship 3

job criticality

solitary

[independent relationship

REQUIRED SUPPORT MATERIALS

c.1 8 Enabling Objectives:

IBERIAN SPANISH Functions Catalog: Rolebooks: "QUESTOR", "ADVISOR", "ADVOCATE"

MAAG officers and V5.1 and BASIC COURSE VOCABULARY Interview data: Technical Documents: Special Vocabulary:

support personnel, Madrid, APM 50-29, APR 400-3

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requireneeding help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects ligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." tions about current events, as well as work, family, and auto-biographical information; can handle limited work requirements, (i.e. topics which require no specialized knowledge) and has a social situations including introductions and casual conversaspeaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intel-Can handle with confidence but not with facility most

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "CONVERSES"

GREETING/INTRODUCTION 5.1/5.3.1-7/5.5.1/5.5.2/5.8/ 5.10/5.11/5.12/6.1.6

Obtain/transfer factual STATING THE PURPOSE information

2.0 Intellectual Attitudes (All functions) 1.1/1.2/1.3/2.2.1/4.2/6.8 Assess human reactions 3.0 Emotional Attitudes (All functions) Evaluate options Initiate actions

4.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6 ACTUALIZING THE PURPOSE

Initiate communication 1.0 Factual Information (All functions) Develop strategy

2.0 Intellectual Attitudes 3.0 Emotional Attitudes (All functions) (All functions

Control conversation flow 6.3/6.8.1/6.8.2/6.8.3 4.0 Getting things done (All functions) Suason

Report thinking of other party 2.0 Intellectual Attitudes Report feelings of the other Report actions to be taken 1.1/1.1/2.1.1/2.1.2/4.7 1.1/1.2/2.1.1/2.1.2/4.7 3.0 Emotional Attitudes CONFIRMING THE RESULTS (All functions) (All functions) 2.1.1/2.1.2/4.7 Report facts party

Inquire about further concerns 1.3/2.6/2.3.1/2.3.2/3.2/3.1/3.3.2/ 3.8/3.10 CLOSING

5.2/5.4/5.10

military technical other

HH |

2.0 Intell Att 3.0 Emo Att 4.0 Suasion 5.0 Man Comm 6.0 Soc Rit

technical literary

techno-jargon formal

formal colloquial

REGISTER

reference grammar, Spanish-

language, technical, and

military glossaries

Vocabulary

Functions

LPM INDICES

See 7.04

The state of the s

TERMINAL SKILL OBJECTIVE

STREET, STREET,

OOCUMENTATION: APM 50-29, AFR 400-3, PEACE (SIGNA) 1976, APM 11-1 (III) report. Defense Treaty: Use of Military Pacili-MAAG, Madrid, Interview data: MAAG officers & support perprocessing; aircraft: operations, performance; management: planning, training .- for the purpose of making The student, as a "QUESTOR", "ADVISOR", or "ADVOCATE", "CONVERSES" in a face-to-face situation in Spanish ties in Spain, Job Descriptions for MAAG personnel, JUSHGon a face-to-face basis with one person on a selected technical topic, using DESCRIPTION The student will carry on a 10-minute conversation in Spanish with one or few persons on one or more of the following topics -- logistics: supply, maintenance, data appropriate vocabulary (T.04) and grammar (T.03). arrangements, supplying information, asking/answering questions. sonnel, Madrid. MacroSTANDARDS Materials/Equipment PERFORMANCE TIME 10 min. "QUESTOR", "ADVISOR", ask/answer questions, one/few persons logistics, aircraft, supply information, make arrangements No. MAG / C.1.02 / SP "ADVOCATE" Materials/Equipment Com Act "CONVERSES" COMMUNICATIVE TASK PREPARATION TIME management 20 min. CONDITIONS COMPONENTS Purpose Audience Topics

Role

8 9 10 Page 1 of 3	COMMENTS Culture/References/Supplements	Alfredo and Simon are friends as well as military counterparts. Here they discuss a new fighter in a very informal conversation. compraros - buy from you. Pirst of all, the os is used here as a dative of advantage and is translated "from you". Secondly, the use of the familiar	pronouns, both singular and plural (tf,vosotros/te,os/ti,vosotros) is very common in Spain. Here the Spanish officer extends the familiarity he enjoys with the U.S. officer to the entire U.S. military. In a more formal conversation, he would use the formal - compraries.	lo que sí he visto - what I have seen The sí is used to add emphasis	alguien que los haya visto - someone who has seen it. A dependent clause which refers to an indefinite, nonspecified person, place, or thing requires the subjunctive form of the verb	
-0	FUNCTIONS Major Descriptors	3.7 intention 1.3 seek factual information 1.2 state factual		3.1.1 plessure/liking	1.3 seek factual information 1.2 state factual information	3.2.1 satisfaction
M 1 2 3 4 5 6 7 8 9 10	KEY TERMS Vocabulary Items		montando - assembling unos aquí, otros allá - some here, some there	maqueta - scale model		vuelo de prueba - test flight
130 No. 1836 / S.3.01 / SP	TASK SCEMARIO	Alfredo-Spanish Colonel/Simon-U.S. Colonel alfredo: Simón, pensamos compraros umo de los P-16 nuevos. ¿Has visto alguno? Simón - No, Alfredo, no he visto ninguno.	Sabes que los están montando unos aquí, otros allá - en Europa y en los Estados Unidos - y cuando yo salí de América, todavía no había ninguno	9 7	Alfredo - ¿Sabes de alguien que los haya visto? Simón - Mi amigo John Mathews estaba en Wright-Pat cuando realizaron	el vuelo de prueba y me dijo que el vavión le impresionó mucho. Tienen

9 10 Page 2 of 3	COMMENTS Culture/References/Supplements		cuando más se necesita - when it is needed most		
2 3 4 5 6 7 8	FUNCTIONS Major Descriptors	1.2 state factual information 3.2.1 satisfaction	1.3 seek factual information 1.2 state factual information 2.13 belief/opinion 2.9.1 request for permission	5.10 gratitude 1.2 state factual information	3.9.1 approval 2.7.1 certainty
M - 2 3 4	KEY TERMS Vocabulary Items	coeficiente - ratio despeque - take off vuelo eléctrico - fly- by-wire maniobrabilidad - maneuverability	no de memoria - not right 1.3 seek factual information off hand, not by 2.13 belief/opini 2.9.1 request for permission	Enver- envergadura - span ros, d, longitud - length de peso de combate veight	
T50 No. HANG / C.1.02 / SP	TASK SCENARIO	un cociente muy bueno de empuje a peso así que el despegue es muy rápido y la innovación del vuelo eléctrico da una maniobrabilidad excepcional cuando más se necesita.	Alfredo- ¿Sabes las especificaciones? Simón - No de memoria, pero creo que tengo la hoja de especificaciones en el archivo. Déjame ver un momento. Aquí está.	Alfredo - Gracias. Vamos a ver. Envergadura sin mísiles - 9.42 metros, con mísiles - 9.98. Longitud, catorce metros y medio. Peso de combate, casí diez toneladas.	Whitney. ¿Son buenos esos motores? Simón - Creo que sí.

9 10 Page 3 of 3	Culture/References/Supplements	cuando estés - The subjunctive is required when a dependent clause follows cuando and uncertain or non-specific futurity is implied.
1 2 3 4 5 6 7 8 9	FUNCTIONS Major Descriptors	1.2 state factual information 3.9.1 approval 2.4.1 possibility
M - 1 - 2 - 3 - 6 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0	KEY TERMS Vocabulary Items	a lo mejor – maybe
TSO No. 1946 / C.1.02 / SP 17 TSO 17 E0	TASK SCENARIO	Alfredo - Velocidad máxima - superior al Mach 2. No está mal. Simón - A lo mejor puedes ver uno la primavera que viene cuando estés en Sacramento. Alfredo - Puede ser.

??..

Page of

	cation it			V-15
6.0 Managing Communication	interrupt sequence communication refocus or adjust communication request questions or comments	control speed control volume inquire about intelligibility	SES".	
6.	6.1.1 *6.2 *6.3 *6.9	4.6.5 4.6.5 4.7.	"CONVER	
Elementary Social Rituals	greet introduce (oneself) gratitude		in this task scenario but are not included in the Enabling Objective for "CONVERSES".	
5.0	*5.1 5.5.1 *5.10	·	the Enail	
4.0 Suasion	suggestions advice warnings corrections invitations		e not included in	
	1.44 4.44 7.4		pnt ar	8 B
Emotional Attitudes	pleasure/liking displeasure/ dislike satisfaction dissatisfaction fear	worry preference intention approval disapproval importance unimportance	is task scenario	
3.0	3.1.1 3.1.2 3.2.1 3.2.2 3.3.1	3.9.2 3.9.2 3.9.2 3.10.1 3.10.2		
Intellectual Attitudes	ement greement ibility ssibility oility	need certainty uncertainty obligation awareness difficulty ease belief/opinion	n this task scenario.	
2.0	2.1.2 2.1.2 2.4.1 2.4.2 2.5.1	2.6 2.7.2 2.7.2 2.11 2.12.1 2.13.2	elow the	
1.0 Factual Information	identify objects, persons, processes state factual information		*Functions which appear in this task scenario. Those functions listed below the dotted line appear	O Map o
	1.1		ž E	

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RECOMMENDED TRAINING SEQUENCE

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EQUENCE TYPE PRIMARY DECISION FACTOR PARTMARY DECISION FACTOR PARTMA	PRIMARY DECISION FACTOR Job criticality Gendent relationship Independent relationship
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Iberian Spanish Functions Catalog:

Rolebooks: "QUESTOR", "ADVOCATE", "ADVISOR"

V2.1-5, V3.1-3, V4.1-4 Special Vocabulary:

in Spain, Job Descriptions, Interview data: JUSMG-MANG, Madrid: ARR400-3, ARM 50-29. Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "CONVERSES"

GREETING/INTRODUCTION 5.1/5.3.1-7/5.5.1/5.5.2/5.8/ 5.10/5.11/5.12/6.1.6 Obtain/transfer factual STATING THE PURPOSE

4.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6 2.0 Intellectual Attitudes information 1.1/1.2/1.3/2.2.1/4.2/6.8 Evaluate options Assess human reactions 3.0 Emotional Attitudes (All functions) (All functions) initiate actions

2.0 Intellectual Attitudes Control conversation flow 6.3/6.8.1/6.8.2/6.8.3 1.0 Factual Information (All functions)
3.0 Emotional Attitudes 4.0 Getting things done ACTUALIZING THE PURPOSE Initiate communication (All functions) (All functions) (All functions) Develop strategy Suason

1.1/1.2/2.1.1/2.1.2/4.7 Report thinking of other party 2.0 Intellectual Attitudes Report feelings of the other Report actions to be taken 1.1/1.1/2.1.1/2.1.2/4.7 3.0 Emotional Attitudes CONFIRMING THE RESULTS (All functions) (All functions) 2.1.1/2.1.2/4.7 Report facts party

Inquire about further concerns 1.3/2.6/2.3.1/2.3.2/3.3.1/3.3.2/ "CONVERSES" is used here for 5.2/5.4/5.10

CLOSING

job-purposeful conversing only.

TERMINAL SKILL OBJECTIVE

logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning JUSMG-MAAG, Madrid, Interview data: MAAG officers & support AFM 50-29, AFR 400-3, PEACE (SIGMA) 1976, Facilities in Spain, Job Descriptions for MAAG personnel, language in a face-to-face situation on a small- or large-group basis, on one of the following topics: training for the purposes of supplying information to decision makers, instructing, and reporting. The student in the primary role of "ADVISOR", "ADVOCATE", "BRIEFS" others in the Spanish Defense Treaty: APM 11-1 (III) report. personnel, Madrid DOCUMENTATION: transmit information, logistics, aircraft, / S.3.01 / SP ADVISOR, ADVOCATE Audience small/large group Purpose instruct, report COMMUNICATIVE TASK Topics management Com Act "BRIEFS" COMPONENTS Role

PERFORMANCE TIME PREPARATION TIME

CONDITIONS

DESCRIPTION The student will conduct a 15-minute, easily understood briefing in Spanish, using key vocabulary and language functions as defined in T.03 and T.04. Selected concepts from the topic area must be transmitted. Five

WacroSTANDARDS

questions on the topic asked by the instructor or audience members must be answered appropriately in the Spanish language, using grammar suited to the function and proper vocabulary items.

blackboard, chalk, charts Materials/Equipment 15 mins. dictionary, glossaries of Materials/Equipment 2 hours

military & technical terms, as needed, 3-10 persons

acting as audience

reference grammar

technical literary Print REGISTER x techno-jargon x formal colloquial Speech

military technical other See 7.04 Vocabulary LPM INDICES 1.0 Fact Info 2.0 Intell Att 3.0 Emo Att 4.0 Suasfon 5.0 Man Comm 6.0 Soc Rit Functions

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Page 1 of 5

General quince minutos. Primero les voy a hablar del tema y al final quedará tiempo para sus Col. Adams: Buenas tardes, sefores. TASK SCENARIO prequntas y comentarios

conjunto del Ejército del Aire Español y de la recomendó en su informe que se reestructurara Puerza Mérea de los Estados Unidos de América conversión a un sistema mecanizado para la el sistema de abastecimiento y logística. En la primavera de 1977, el equipo Dijo que la reorganización precisarla la transmisión de información. El Ejército del Aire Español ha decidido Así pues, se ha creado el Mardo de Material acentar esas recomendaciones

para efectuar la coordinación de todas las actividades relacionadas con el abastecimiento y la

1.2 state factual information

asf pues - accordingly

2.1.1 agreement

ha decidido - has

The second second

Adams addresses the presiding officer to declare the intentions of the briefing. Colonel Adams gives a briefing to Spanish military officials of higher rank on a topic on which he is expert. Culture/References/Supplements COMMENTS Major Descriptors Werdejo, esta <u>conferencia</u> durará aproximadamente conferencia - conference 6.2 sequence briefing FUNCTIONS 4.4 advice 5.1 greet 2.6 need sistema de abastecimeint y logística - supply and logistics system el equipo conjunto - the preguntas y comentarios-questions and del tema - about the topic Vocabulary Items KEY TERMS comments

se reestructurara - The past subjunctive follows past tense verbs of request, command, suggestion, and recommendation.

[] EO TASK SCEMARIO	KEY TERMS	FUNCTIONS	COMMENTS
	Vocabulary Items	Major Descriptors	Culture/References/Supplements
logística. El Mando de Material tiene la		2.8 obligation	
responsabilidad del apoyo logístico total que	apoyo - support		
incluye planes y programas, gestión financiera,	gestión - management		
proceso de datos, servicios de distribución y			
gestiones de mantenimiento y material.			
Si se fijan en la pared derecha, verán	fijarse - notice, pay	6.3 refocus or adjust	
un organigrama del Mando de Material. Pueden	derecha - to your right	Commented	
ver que la autorización viene del despacho	organigrama - organiza- tional chart		
central de administración y se distribuye	se distribuya a - flows		· · · · · · · · · · · · · · · · · · ·
a todos los depósitos.	3		THE THE PARTY OF T
		2 4.1 syssethility	
se pregunatan, como conseguirenos		formand title	here to express "You may ask yourselves.
abastecimientos bajo este sistema? El departa-	bajo - under	1.2 state factual	
mento que necesite un artículo efectuará su	pedido - order, request	2001206.9	
pedido a través del centro de abastecimiento de	a través del - by means		
la base. Ese centro commicará el podido al	of, through		
Mando de Material, al despacho central de		0.0	10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -
concern do dotor a transfer de los terminales			

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TSO No. MAAG

COMMENTS FUNCTIONS Major Descriptors

suelen ser llamadas - They are usually called. In Spanish the verb soler is often used as the adverb usually is used in English. EX: Suelo comer en casa I usually eat at home. Culture/References/Supplements

1.1 identify

Vocabulary Items KEY TERMS

> remotos de la base - los "Central Remote Terminals" - que suelen ser llamados por las inicia-

les, C. R. T.

TASK SCENARIO

1.2 state factual information

disponible - available

pedido. En caso de que tal material exista en la base, el gerente del inventario lo puede obtener central o bien efectuará el registro del pedido en el correspondiente archivo en línea de entregas aplazadas o, si hay material disponsible en del almacén propio. Si no está disponible en existencias pueda hacer trasladar el artfculo la base misma automáticamente el ordenador El ordenador central responderá si el pedido está disponible o no en la base del mensaje a esa otra para que el gerente del alguna de las restantes bases, enviará un a la base del pedido.

El sistema nuevo se ha instalado como experimento en la Base Mérea de Torrejón

9 10 Page 4 of 5	COPENTS Culture/References/Supplements	sefores - gentlemen. A polite form, it is especially used in altuations where respect must be shown. The colonel compliments the quality of the question to show respect for the knowledge of his audience. sefor - sir. Shows respect due to rank. (Si. sefor - Yes, sir.)	
	FUNCTIONS Mejor Descriptors	2.12.2 emerce communication 6.2 sequence communication 2.7.2 uncertainty 3.3.2 serry 3.1.1 planeure/liking 1.2 state factual Information	
	KEY TENNS Vocabulary Items	acertada - skiliful, vell-aimed codigos de carga - cargo	
TSO No. MAG / 5.3.01 / SP 17 TSO 17 E0	TASK SCENARIO	durante los seis meses pasados. Después de un programa breve de entrenadento, parace que el personal de abasteciadento ya se adaptó bidan al aistema. Con ésto concluyo mi presentación formal, señores. Abora, contestaré sus preguntas con mucho gusto. Gen. Verdejo: Coronel Adems, con todos estos infineros y esa mecanización no estoy seguro de que el soldado pueda adaptarse. Los pasará si un camionero levanta una caja que lleva escrito solamente una variedad de números y se entera y demasiado tarde que la caja contenfa ácido en vasijas de vidrio? Col Adams: Una pregunta muy acertada, señor. En el momento en que el soldado sin entremamiento especial tona parte en el sistema de abastacimiento - por ejemplo en el transporte de material - se encontrará con oddigos de cazoga que combinan	

TSO No. MANG / 5.3.01

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Vocabu	<u>.</u>	e, peligroso	venenoso -		CUIDADO -
(7 EO TASK SCENARIO	palabras y números que indican cuando el mate-	rial es religroso - si es venenoso, inflamable,	explosivo, corrosivo, etcêtera - y que precau-	ciones se deben tomar - por ejemplo FRAGIL .	CUIDADONO LO ACERÇUE AL FUEGO:

Gen. Verdejo: Gracias, Coronel Adams. Su respuesta me ha tranguilizado.

después, me pueden llamar por teléfono Parece que no. Si se les ocurre algo a la Misión Militar Americana, en el Col. Adams: Bueno, señores, ¿hay más Ministerio del Aire. Gracias por preguntas o comentarios? su atención, señores.

NO LO ACEROUE AL	TO TOTAL OF THE PARTY OF THE PA
------------------	--

6.9 request questions and comments 3.10 gratitude 4.3 invitations 3.3.2 worry Si se les ocurre algo después - If you think of something later tranquilizado - calmed respuesta - answer

5.10 gratitude

T.03

Page of

6.0 Managing Communication	6.1.1 interrupt *6.2 sequence communication *6.3 refocus/adjust communication 6.4 control speed 6.5 control volume 6.7 inquire about intelligently *6.9 request questions and/or comments						
5.0 Elementary Social Rituals	gratitude gratitude	bjectives.					
4,0 Suasion 5	4.1 suggestions *5.1 4.2 requests 5.5.1 *4.4 advice *5.10 4.5 warnings 4.7 corrections *4.3 invitations	* These functions appear in this task scenario. Functions listed under the dotted line appear in this task scenario but not in the "BRIEFS" enabling objectives.				MINISTER ON THE STREET	THE CONTRACTOR OF THE CONTRACT
3.0 Emotional Attitudes	*3.1.1 pleasure/liking 3.1.2 displeasure/ 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.2 fear *3.3.2 worry 3.6 preference 3.7 intention 3.9.1 approval 3.10.1 importance/ indifference indifference 3.10.2 unimportance/ indifference 3.10.2 unimportance/ animportance/ indifference	this task scenario but no	017		la la		
2.0 Intellectual Attitudes	*2.1.1 agreement 2.1.2 disagreement 2.4.1 possibility 2.4.2 impossibility 4.2.5.1 incapability *2.6 need 2.7.1 certainty *2.7.2 uncertainty *2.8 obligation 2.11 awareness 2.12.1 difficulty *2.12.2 ease 2.13. belief/opinion	in this task scenario. the dotted line appear in					
1.0 Factual Information	*1.1 identify objects, persons, processes *1.2 state factual information	* These functions appear Functions listed under		September 1		(A)	ACR BRIDGE ON

SO Mad TSO MAAG / 5.3.01 / SP	150	MAAG		1 5.	3.01	/ SP	-		
a company	35 541	2000							ENABLING OBJECTIVES
MELUMPENDED INGINING SEQUENCE	1 NG 3C	A A	v		-	α		5	Communicative Activ
	,			,		,		2	STATING THE PROBLEM
SEQUENCE TYPE			PRIMA	PRIMARY DECISION FACTOR	SION	ACTOR			(NEED OR REASON) Gain attention
🗵 linear			0	[Job criticality	ticali	ty			Clarify/State the pro
[] hierarchical			K	(x) dependent relationship	int re	ations	Hip		2.7.2/2.11/3.10.1
[] solitary			0	☐ independent relationship	dent 1	relatio	nship		INTRODUCING KEY TERMS
REQUIRED SUPPORT MATERIALS	MATERI	ALS							Define required terms 1.1/1.2/2.6
Enabling Objectives: E0	es: E	8		w	.3 /	5.3 / 1-6	1		1.1/1.2
Functions Catalog: IBERIAN SPANISH	EI IB	ERIAN	SPAN	HSI					REPORTING FINDINGS AN
Rolebooks: "AD	VISOR	"ADVISOR", "ADVOCATE"	VOCA	TE.				1	BACKGROUND INFORMATIO
Special Vocabulary: V2.1-5, V3.1-3, V4.1-4	y: \	2.1-5,	V3.	1-3,	74.1-				1.1/1.2/6.2 Order events according

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job descriptions, interview data: JUSNG-MANG, Madrid; AFR 400-3, AFR 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intel-ligible; can usually handle elementary constructions quite ac-curately but does not have thorough or confident control of the grammar."

ENABLING OBJECTIVES: Scope and Sequence Chart

"BRIEFS" Communicative Activity:

.7/5.1/5.5.1/6.1.1/6.2/6.3

recommend; caution 2.10,1/2.10.2/3.2.1/4.7/4.1/4.2/ 4.4/4.5 1.1/1.2/2.4.1/2.4.2/2.5.1/ 2.5.2/2.7.1/2.7.2/2.12.1/2.12.2/ 2.13/3.5/3.9.1/3.10.1/3.10.2 RECOMMENDING REQUIRED ACTIONS 4.1/4.4/4.5/4.7/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.2.1/3.2.2/3.11 Provide supportive correction; 3.1.1/3,1.2/3,3.2/3,10.1/ PROVIDING COMMUNICATIVE GUIDANCE Acknowledge emotional Monitor presentation Encourage questions Answer questions 6.4/6.5/6.7 attitudes larify/State the problem .1/1.2/2.1.1/2.1.2/2.6/2.7.1/ .7.2/2.11/3.10.1

rovide special definitions .1/1.2

rder events chronologically .1/1.2/6.2

rder events according to

EPORTING FINDINGS AND/OR

ACKGROUND INFORMATION

significance 1.1/1.2/2.6/2.8/2.13/3.2.1/ 3.10.1/3.10.2/6.2

Report other alternatives 1.1/1.2/2.5.1/2.5.2/3.2.1/3.2.2/ 3.9.1/3.9.2 LISTING ALTERNATIVE SOLUTIONS 1.1/1.2/2.5.1/2.6/3.2.1/3.6/ 3.9.1 Report optimal alternative

TERMINAL SKILL OBJECTIVE

Page T.01

DOCUMENTATION: AFR 400-3, AFM 50-29, PEACE (SIGMA) report Interview data: MAAG officers & support personnel, Madrid Defense Treaty: Use of Military Pacilities in Spain, 1976

Job descriptions for MAAG personnel, JUSHG-MAAG, Madrid

No. MAAG / C.2.01 / SP

COMMUNICATIVE TASK

COMPONENTS "ADVISOR", "ADVOCATE",

Role or "QUESTOR"

Com Act "TELEPHONES"

Audience single Spanish speakers
logistics, alteraft,

Topics management

STATEMENT

Spanish military personnel in Spanish on a one-to-one basis on the following topics: logistics: supply, The student, in the role of "ADVISOR", "ADVOCATE", or "QUESTOR", talks on the "TELEPHONE" with simulated maintenance, data processing; aircraft: operations, performance; management: planning, training, for the purpose of exchanging information.

CONDITIONS

Purpose exchange information

PREPARATION TIME PERFORMANCE TIME

20 min.

Materials/Equipment Materials/Equipment
Spanish and English-lan- Spanish technical manuals
guage technical glossaries, as appropriate
manuals as appropriate,
reference, grammar

Speech

x techno-jargon technical
formal
x colloquial informal

MacroSTANDARDS

DESCRIPTION The student will carry on a 15-minute simulated phone conversation with a Spanish counterpart and secretary in which (s)he obtains and
notes answers to three questions on a selected technical topic using appropriate vocabulary (T.04) and grammar (T.03).

LPM INDICES

| Functions | Vocabulary | 1.0 Fact Info | military | 2.0 Intell Att | technical | technical | 0.0 Swa sion | 5.0 Man Comm | 5.0 Man Comm | See 7.04 |

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1 2 3 4 5 6 7 8 9 10 7.02 O O O O O O O O O O O O O O O O O O O	FUNCTIONS Major Descriptors Culture/References/Supplements	The conversants are not well acquainted and therefore use the formal form of address-"usted"-throughout.	speak	5.16.5 wrong number title and full name, including both surnames, should be used.	5.16.1 answer	5.16.2 respond to answer	5.16.3 request to speak to someone	5.16.4 respond to such request	5.16.7 hold	5.16.8 messages	The state of the s	Control of the first of the control		5.16.1 answer
M 1 2 3 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	KEY TERMS Vocabulary Items	digame-tell me/hello 5.10	me puede poner con -can 5.1 you connect me with 5.1	se ha confundido-you have become confused, you have the wrong number		5.10	5.1	<pre>¿De parte de quién?- Who's calling, please?</pre>	5.10	5.10				5.16
TSO No	TASK SCENARIO	S=secretary/USC=U.S.Colonel/ S.C=Spanish Colonel S: <u>Digame</u> .	U.S.C: Buenas tardes, seforita. We puede poner	S: Se ha confundido, lo siento. U.S.C: Perdone.	S: Digame.	U.S.C: Buenas tardes, señorita. ¿Sería tan	amable de comunicarme con el Coronel Rodrí- guez Cisneros?	S: ¿De parte de quién? U.S.C: De parte del Coronel Jónnson.	S: Un momento, por favor.	En este momento no puede atenderle. ¿Quiere	esperar, desea que le diga algo, o prefiere	llamar mås tarde?	U.S.C: Bien, espero, gracias.	S.C: Digame.

9 10 Page 2 of 4	COMMENTS Culture/References/Supplements						
	FUNCTIONS Major Descriptors	5,16.2 regonse to - answer	2.2.1 an offer	1.2 state factual information	1.3 seek factual information	1.2 state factual information	3.11 enticipation 5.10 gratitude
° 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	KEY TERMS Vocabulary Items	Habla (el) speaking ("el" used before a title such as "coronel," "Señor," etc.)			escogidos-chosen	requeridas-required serán puestas-will be qiven (shots)	o sea-or in other words 3.11 anticipation le aqradezco-I'm grate- ful to you for
T50 No. MAAG / C.2.01 / SP // T50 // E0	TASK SCENARIO	U.S.C: Buenas tardes, Coronel Rodríquez. Habla	S.C.: 22n qué puedo ayudarle? U.S.C. Quisiera confirmar <u>lo referente</u> a los pilotos que viajarán a la Base Aérea de	MacLaughlin el mes que viene. Recibí su carta del 16 del presente con los nombres	de los cinco pilotos <u>escogidos</u> para el entrenamiento. ¿Ya tienen todos sus pasaportes?	S.C: Sf, Coronel. Sólo falta que reciban las vacunas <u>requeridas</u> , que serán <u>puestas</u> déjeme ver el calendario	eso es el miércoles que viene o sea el día 23. Todos están may entusiasmados por el viaje. <u>Le agradezo</u> o la llameda.

TSO NO. MAAG / C.2.01 / SP	M 1 2 3 4 5 6 7 8 9 10		9 10 Page 3 of 4
<i>D</i> to			
TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
De paso desearfa pedirle un favor.		4.2 requests	desearia- the use of the conditional
U.S.C: Estoy para ayudarle en todo lo que	estoy para-I am ready	2.2.1 an offer	is a more polite way to make a request
pueda.	SECULOS Excyptores	Total State of the	en todo lo que pueda- the subjunctive
S.C.:¿Podría venir usted a hablar con los			of "poder" is used since the speaker is not absolutely certain about his
pilotos que van a participar en el programa		4.2 requests	ability to be neiptul.
de entrenamiento? Tienen muchas preguntas		1.2 state factual information	podria-the conditional form of "poder"
sobre la base, el país, y el viaje - y como			to used to solicen the request to a more polite tone.
usted to conoce todo may blen			como usted lo conoce todo muy bien-
U.S.C: Pues, sf, sin problema ninguno. ¿Qué		2.5.1 capability	it is a common form of fracting to note another's expertise or knowledge when making a remiset
fecha sería conveniente que yo paşara		2 6	maximy a request.
por allf?	The second secon	ore presented ore	en la tercera pianta-bulluling iloois are enumerated so that the first or ground
S.C: A su elección.		3.10.2 unimportance/	floor up (2nd floor, USA); sine max floor up (2nd floor, USA); sthe "later floor the "terrors"
U.S.C: Entonces, Squé le parece si los visito	STATE OF STA	3.6 preference	planta, (3- planta) is equivalent to
el jueves que viene por la mañana - como	AND	100 48 - 280 - 2400 M	רוופ זרוו ודססד זוו רוופ סיפי

2.1.1 agreement
1.2 state factual
information
5.10 gratitude
5.16.9 end conversation

me encontrará-you will find me

S.C: Excelente. Me encontrară en mi despacho en la tercera planta. Muchisimas gracias.

a las diez y media?

U.S.C: Bueno, no quiero molestarle más.

San Barrier State Contract

750 No. MAAG / C.2.01 / SP /_ TSO /_ E0	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~		9 10 Page 4 of 4
TASK SCEMARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
S.C: Ha sido un <u>placer</u> hablar con usted. U.S.C: May amable. Entonces, nos vemos el jueves.	un placer-a pleasure		model the extra define of the particular of the particular and
S.C. <u>De acuerdo</u> . Adiós. U.S.C: Adiós.	de acuerdo-agreed	5.16.10 take leave	
		Angle controls	dangers (per commence special)

TSO No. MAAG / C.2.01 / SP	M 1 2 3 4 5 6 7 8 9 0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-	*O	9 10 Page 1 of 1
TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	Colture/References/Supplements
O-operadora/ U.S.C.=U.S. Colonel			prefijo-If you intend to give the area oode of
O: ¿Qué ciudad desea?	población-city or town	5.16.6 long distance	will not be confused (several major Spanish cities also have area codes now
U.S.C: Señorita, deseo una conferencia interna-			and can be called without operator assistance.)
cional a los Estados Unidos, a	a cobro revertido-		3-0-5-When speaking to an operator, phone num-
cobro revertido.	collect		bers are often called as single digits to avoid miscommunication.
0: 2A quê ciudad?			2A nombre de quién?-Whom are you calling?
U.S.C: Miami, Florida.			
O: ¿Qué número?			
U.S.C: Le digo primero el prefijo -	prefijo-prefix	ANTENIA SALE TREE	
3-0-5-4-9-6-3-4-8-2.			
0: ¿A nombre de quién?			
U.S.C: El Capitán Ralph Houston. O: ¿De parte de quién?	AND RESIDENCE OF COMPOSITION		.De parte de quien? - Who is calling?
<pre>U.S.C: El Coronel John Whitlow. 0: Tendrá que esperar quince minutos. ¿Le interesa la conferencia?</pre>	MOCNEY STATE	3.6 preference	Tendrá que esperar - long distance calls are often delayed.
U.S.C: SI, gracias.			the interested in the call despite the delay?
O: Dentro de quince minutos le volveremos a		3.7 intention	
llamar. ¿Cuál es su teléfono?		1.3 seek factual information	
U.S.C: 64-27-39.		1.2 state factual information	64-27-39 - It is common practice to break a phone number into two-digits when
o: Gracias, seror.		5.16.10 take leave	reciting it.

Page 1 of 1

=	adjust ine ibility	V-31
6.0 Managing Communication	communication control volume comment or inquire about intelligibility change topic	£
9	6. 3. 6. 8. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	
Elementary Social Rituals	greet introduce respond to introduction answer respond to answer request to speak to someone request wrong number long distance hold messages end conversation take leave	Tablesand cont.
5.0	5.5.1 5.5.2 5.5.2 5.16.3 5.16.4 5.16.8 5.16.8 5.16.9 5.16.9	
4.0 Suasion	suggestions requests invitations advice warnings directions/ commands corrections	11 (A 10 A
	4 4 4 4 4 4 4	類
O Emotional Attitudes	pleasure/liking displeasure/ dislike satisfaction dissatisfaction fear worry hope surprise preference intention want approval disapproval importance/ indifference anticipation	
3,0	3.1.1 3.1.2 3.2.2 3.3.1 3.3.1 3.3.7 3.9.2 3.9.2 3.10.1 3.10.2	
Intellectual Attitudes	+ = = } > _ =	40,442
2.0	2.1.1 2.2.2 2.2.2 2.2.2 2.2.3 2.3.1 2.3.1 2.4.1 2.4.1 2.4.1 2.4.1 2.4.1 2.4.1 2.7.2 2.8 2.9.1 2.9.1 2.10.1 2.10.1 2.10.1 2.10.2 2.11.1 2.12.1 2.12.1 2.13.2	
1.0 Factual Information		AL DESIGNATION OF
	1.1 *1.2 *1.3 *1.3	

-				
200	100			
	130	130 MAG / C. Z. 01 / SP	/ SP	
RECOMMENDED TRAINING SEQUENCE	VING SEOUENCE			

independent relationship dependent relationship PRIMARY DECISION FACTOR Job criticality REQUIRED SUPPORT MATERIALS hierarchical solitary SEQUENCE TYPE linear

8 Enabling Objectives:

Rolebooks: "ADVISOR", "ADVOCATE", "QUESTOR" IBERIAN SPANISH Functions Catalog:

V2.1-5, V3.1-3, V4.1.4 Special Vooabulary:

recunical DOCUMENTS: <u>Defense Treaty: Use of Military Pacilities</u> in Spain, 1976, Job description, interview data: JUSNG-NANG, Nadrid; AFR 400-3, AFN 50-29.

DESTRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requireligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." tions about current events, as well as work, family, and auto-biographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects it.e. topics which require no specialized knowledge) and has a social situations including introductions and casual conversaspeaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intel-Can handle with confidence but not with facility most

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TELEPHONES"

2.4.1/2.4.2/2.5.1/2.5.2/2.6/4.2 GREETING/INTRODUCTION 5.16.1-8/5.1.1/5.1.2/5.5.1/ 5.5.2 2.0 Intellectual Attitudes 1.1/1.2/1.3/2.2.1/4.2/6.8 Evaluate Options Obtain/Transfer Factual 3.0 Emotional Attitudes Assess Human Reactions STATING THE PURPOSE (All functions) (All functions) Initiate Actions Information

2.0 Intellectual Attitudes ACTUALIZING THE PURPOSE 1.0 Factual Information Initiate Communication (All functions) Develop Strategy

Communications Management 3.0 Emotional Attitudes 4.0 Getting things done (All functions) (All functions) (Suas fon)

6.3/6.5/6.7/6.8.1

(All functions)

.10/5.16.9/5.16.10 CLOS ING ose

1.1/1.2/2.1.2/2.1.2/4.7 Report Thinking of the Other Report Feelings of the Other 2.0 Intellectual Attitudes 3.0 Emotional Attitudes CONFIRMING THE RESULTS (All functions) 2.1.1/2.1.2/4.7 (All functions) Report facts Party

Inquire about Further Concerns 1.3/2.6/2.3.1/2.3.2/3.3.1/3.2/3.8/3.10

Report Actions to be Taken 1.1/1.2/2.1.1/2.1.2/4.7

TERMINAL SKILL OBJECTIVE

No. MANG / C.6.01 / SP

DOCUMENTATION: APM 50-29, APR 400-3, PEACE (SIGNA) 1976, APM 11-1 (III) report. Defense Treaty: Use of Military Pacili-

MAAG. Madrid. Interview data: MAAG officers & support per-

ties in Spain, Job Descriptions for MAMG personnel, JUSHG-

Page T.01

COMMUNICATIVE TASK

Audience individuals/mail group Topics namagement Com Act "PACILITATES" "AIDE" COMPONENTS Role

STATEMENT

The student in the role of "AIDE", "PACILITATES" face-to-face communication among one/few Spanish military personnel (simulated) and U.S. (native English-speaking) military personnel in the Spanish language on the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; planning: training management, for the purpose of transmitting cognitive and affective information. sonnel, Madrid

CONDITIONS

Purpose affective information

schedules, etc., pocket Materials/Equipment PERFORMANCE TIME 10 min. technical literary tecimical terms, materials dictionary REGISTER particular to event (e.g. tour schedules) x techno-jargon formal dictionary, glossary of x colloquial Materials/Equipment PREPARATION TIME Speech 1 hour

MacreSTANDARDS

between a N.S. Spanish (simulated) and an N.S. English (simulated) neither of whom is fluent in the other's language for 15 minutes without allowing DESCRIPTION The student will facilitate conversation on a selected topic x military
x technical
other See 7.04 Vocabulary the conversational flow to stop for more than 15 seconds. LPM INDICES Functions

The state of the s

9 10 Page 2 of 8	Culture/References/Supplements							THE R. DOCTORS OF JUST WHICH SHEET R. MINISTER TO	Without entry of the copy projection of the second on the						Chi dilich pri au committe dati sussaiz		The facilitator provides unsolicited information to ensure understanding of concepts as well of words.	O-O	V-35
2 3 4 5 6 7 8	FUNCTIONS Major Descriptors	3.1.1 pleasure/liking		2.10.2 affirmation/	3.6 preference	75 Well Concrete	To the state of th	6.10 translation/	esplanation/ clarification	3.7 intention	3.1.1 pleasure/liking	2.2.1 an offer	5.10 gratitude	1.1 identify	1.2 state factual	THOTHERTON		3.5 surprise	2.1.1 agreement 2.2.1 an offer
₹ 3	KEY TERMS Vocabulary Items		With the Control of											Squis - X (the letter)	consta de - consists of, is	To do acres	cuadrados - square		ruédese con - keep
TSO No. MANG / C.6.01 / SP 7 TSO 7 E0	TASK SCENARIO	S.G: Qué bien! Así, entre todos nos enten-	deremos, ¿verdad?	F: Eso es.	S.G: Bueno, General Porrester, ¿qué parte de la	base le interesaría más?	U.S.G: Todo, todo. Estoy aquí para para	how do you say get to know ?	P: concoer	U.S.G: Estoy aquí para conocer todo.	S.G: May bien. Es un placer para mi servirle	de guía. Aquí tiene un mapa de la base.	U.S.G: Gracias.	S.G: Estamos aquí - en la équis. La base constaéquis - X (the letter)	de veinte kildmetros cuadrados.	F: That's about twelve and a half square miles,	sir.	U.S.G: May grande, everdad?	5.G.: Si, lo es. Quédese con el mapa y se orien quédese con - keep

1 9 10 Page 3 of 8	Culture/References/Supplements	lo que quiera - whatever you want. The su of querer is used since what is desired is specified.
	FUNCTIONS Major Descriptors	6.7 comment on intelligibility 6.10 request or offer 5.10 gratitude 4.1 suggestion 4.3 invitations 6.10 translation/ explanation/ clarification 5.10 gratitude 1.1 identify
M 1 2 3 4 5 6 7 8 9 10 0-0-0-0-0-0-0-0-0-0-0	KEY TERMS Vocabulary Items	damos una vuelta - we take a walk or drive around
TSO No. MAAG / C.6.01 / SP	TASK SCENARIO	tará mientras damos una vuelta a la base. U.S.G: I'm sorry. I didn't understand that. F: He said to keep the map and that you'll become better oriented as we tour the base. U.S.G: Muchas gracias. S.G.: Let's go. Pregunte usted lo que quiera. F: He says to ask whatever you want. U.S.G: Muy amable. S.G.: Esto es el centro de Requerialmentos y

subjunctive is not 6.1.1 interrupt
6.7 comment on
unintelligibility
6.10 request or offer
translation/explanation/clarification Requerimientos Y Distribución 2.2 state factual requirements and distribution information 1.1 identify from, take advantage of sequirle. Could you summarize for me what a sequirle - following you enlazado con - linked to microondas - microwaves ordenador - computer red - net U.S.G: Perdón - un momento. Tengo dificultad en ordenador central por una red de comunica-Distribución. Hace un año se instaló un Español. En esta base nos servimos de un terminal remoto que está enlazado con el nador central para el Ejército del Aire sistema automático que utiliza un orde-

ciones de microondas.

7.02	COMPENTS Culture/References/Supplements	The facilitator does not translate literally or simultaneously, but paraphrases communication.	
	KEY TERMS FUNCTIONS Vocabulary Items Major Descriptors	1.2 state factual information 6.7 comment on intelligibility 6.10 translation/ explanation/ clarification 1.3 seek factual information 1.2 state factual information information	6.10 translation/ explanation/ clarification 3.9.1 approval
TSO No. MANG / C.6.01 / SP	TASK SCENARIO	he said toward the end there? F: Yes sir. This base has a remote computer terminal which is linked to the SAP central computer by a microwave communications net. U.S.G: I see. Ask him where the central computer is located. F: Le quiere preguntar donde ests el ordenador central. S.G: Ests situado en Quatro Vientos, otra base. Mantiene las cuentas de los registros de stock de todos los depósitos y bases. Además, incluye las funciones de catalogación, contabilidad financiera, inventario, y determinación de nacesidades y control de	U.S.G: How do you say must be? F: debe ser U.S.G: Debe ser un sistema may eficiente.

Page 5.	COMMENTS Culture/References/Supplements	
	FUNCTIONS Major Descriptors	223
	KEY TERMS Vocabulary Items	
/ TSO	TASK SCENARIO	C. To ac Vs coul no has affected to medical at a sister

más rapidez.	
S.G: Entremos al hangar y verán los Beechcraft	
C-12 que se acaban de comprar.	
U.S.G: ¿Cuantôs aviones tienen?	
S.G. ¿En esta base?	
U.S.G. Sf. en esta base - Tell him I men how	

consequimos los artículos pedidos con mucha pedidos - orders

1.3 seek factual information 6.10 translation/ explanation/ clarification

4.1 suggestions

ğ	8			
U.S.G. Sf, en esta base - Tell him I mean how	many C-148. F: Quiere saber cuántos C-12 hay en esta base.	S.G: Aquí tenemos mueve de estos aviones de	carga. Además tenemos seis aviones de	
5		3	avio	
7	J.	stos	sta	
2	77	2	8	
9	8	8		-16.
3	Ouán	5	as t	JO F
8	itere saber		Adem	combate modelo F-16.
9,	5 8	3	ei	ate
8	lifer	P.	carro	1
u.s.	P: 0	S.G:		

1.3 seek factual information 1.2 state factual information

		cazas - fighters	
U.S.G: El F-16 es un avión magnífico.	S.G: Efectivamente. Es de alta calidad y pesa	la mitad que otras cazas. Además el costo cazas - fighters	del avión es may bajo.

U.S.G. Ask him about the speed of the plane.

Englishment	±	on tuel	/s/ owe/
3.9.1 approval	2.1.1 agreement	1.2 state factual information	4.6 directions/ instructions/

9 10 Page 6 of 8	Culture/References/Supplements	The state of the Application of application of the state of the Application of the Applic	metric side, de raigh tou, et handaper, et see sees me cape et person gran, redinespend au po la 1 m. a decident prater con bate, has estident sectors of beginnes etchiosa de la 15 septe argund a for byginnes etchiosa de la 15 septe argund a		Talking about one's own family implies that friendship and trust are building. Inquiry about someone else's family if it has not been a topic of conversation before presumes too much and is perceived as nosiness.	2 (2.1.0 mm) (2.1.0 mm	10 TO
\$ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	FUNCTIONS Major Descriptors	1.3 seek factual information 1.2 state factual information 2.8 obligation	1.2 state factual information	6.10 translation/ explanation/ clarification 1.2 state factual information	5.3 engage in small talk	6.7 comment on intelligibility 6.10 offer translation/ explanation/ clarification	3.1.1 plessure/liking
M 1 2 3 4 5 6 0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-	KEY TERMS Vocabulary Items	<u>alcanza</u> - reach	selen - leave, 90 out				De tal palo, tal asticle - A chip off the old block orgullose - proud
TSO No. 1904G / C.6.01 / SP	TASK SCENARIO	F: ¿Qué velocidad alcanza? S.G: Del orden del Mach 2. Es de muestra responsabilidad en esta base el entrenar a los mecánicos de aviones. Ya	terminados sus estudios, <u>salen</u> a trabajar en todas las bases de España. This base is much like a training school. We have meny	new - 205mo se dice <u>reclutas?</u> F: <u>recruits</u> S.G: We have many recruits here - very young.	U.S.G: Tell him my oldest son is now a recruit in the U.S. Air Force at a base very much like this one.	S.G: Le entendí todo menos el final. F: Dijo que la base en que está de recluta su hijo es may parecida a ésta.	S.G. Qué bien. De tal palo, tal astilla. Debe de estar muy orguiloso. You are very proud,

9 10 Page 7 of 8 6+4	COMMENTS Culture/References/Supplements	TEST ESTIGNE VIDENT SOC R'SEN TERME DE ESTAT VERTEN SERVELLE DES PRODUCTIONS VIDENTES DE PART BUT TE E VIDENTE B'ORLE SENTENCE UNIQUE SENTENCE SELL'ON SELL'ESCONDED TO COMPAN E PENN RESELLECT SE SELL'ESCONDED TO COMPAN E PENN RESELLECT SE SELL'ESCONDED TO COMPAN PENNS CON	Learia miss check tutesmos? - Would it be easier to address each other by til? After talking at	a personal level, one party may suggest switching to the informal mode. The switch should not be made without first requesting to do so. It is more appropriate for a superior or the host to request the change.	It would be very rule to refuse to change to the familiar form of address.	20 To 2 again (0.00)
	FUNCTIONS Major Descriptors	2.10.2 affirmation/ confirmation 1.2 state factual information 3.7 intention	2,9.1 request for permission	6.10 translation/ explanation/ clarification	2.9.2 granting of permission 1.3 seek factual information	6.10 translation/ emplanation/ clarification 3.5 suprise 1.3 seek factual information
	KEY TERMS Vocabulary Items		school and a school in a			No me digas - you don't say
TSO No. 1904G / C.6.01 / SP 17 TSO	TASK SCENARIO	U.S.G: Yes, very. S.G: Yo tambifn tengo un hijo pero tiene sola- mente quince años. Sin embergo ya piensa	matricularse en el Instituto Nacional Tecnico Aeronaútico. ¿Qué le parece - sería més cómodo tutearnos.	U.S.G: I'm sorry - what did he say? F: He would like to use the informal tu form of address with you - it's a sign of trust	U.S.G. SI, como no. S.G. May bien. ¿Tienes otros hijos?	F: También soy abuelo. S.G: No me digas - que erres abuelo también. C. Cuéntos nietos tienes?

THE RESERVE THE PARTY OF THE PA

9 10 Page 8 of 8	Culture/References/Supplements	SAN LEAVE WAS A STAN OF THE SAN O	On invito - I invite you. This sentence implies that the person inviting will enve as host and will pay all expenses. However, if the evening is long, it will be appropriate to offer to buy a round for everyone - but never to split the chack.
	FUNCTIONS Major Descriptors	6.10 translation/ explanation/ clarification 1.2 state factual information 3.1.1 pleasure/liking 4.3 invitations 6.12 translation/ explanation/ clarification	3.8 want
 0 -0 0	KEY TERMS Vocabulary Items	alogofa – Joy	a queto - confortably, at
T50 No. HAVG / C.6.01 / SP 17 T50	TASK SCEMARIO		from mushrooms to lobster. U.S.G. Sounds good. Tengo hambre. S.G. Os invito. Alli rodremos hablar mis a queto.

ès
Indices
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5
=
Functional
2000
3

Managing Communication	interrupt comment on or inquire about intelligibility offer or request translation/ explanation/ clarification		
0.9	*6.7 *6.7 *6.10	27/24 27/24/26/26/26/26/26/26/26/26/26/26/26/26/26/	100
5.0 Elementary Social Rituals	greet open conversation engage in small taik introduce respond to introduction gratitude	000 000 000 000 000 000 000 000	0.6
5.0	*5.3.1 *5.5.1 *5.5.2 *5.5.2		þ.
4.0 Suasion	suggestions requests invitations advice advice directions/ instructions/ commands corrections		
	44444 4 456446 5		<u> </u>
3.0 Emotional Attitudes	pleasure/liking displeasure/ dislike satisfaction dissatisfaction fear worry hope surprise preference intention want approval disapproval disapproval infortance zunimportance indifference anticipation	Notice (1984)	
	3.1.1 3.1.2 3.1.2 3.3.2 3.3.3 3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3.3 3.3 3.3.3 3.3.3 3 3.3 3		() s
Intellectual Attitudes	agreement disagreement an offer declining an offer accepting an offer remembering forgetting possibility impossibility capability incapability incapability incapability opossibility capability incapability operation certainty opligation request for permission denial of permission denial	dwareness difficulty ease belief/ opinion	task scenarios.
2.0	2.2.1.1 2.2.1.2 2.2.2 2.2.3 2.3.1 2.3.1 2.3.2 2.3.2 2.3.2 2.3.2 2.9.3 2.9.3 2.9.3	2.12.1	these
1.0 Factual			*These functions appear in these task scenarios.
	1 2 2		ŧ

SO Map 750 MMG / C.6.01 / SP	Map	_	8	MANG	9	6.01	as /	1		
RECOME	RECOMMENDED TRAINING SEQUENCE	MINING	SEQUE	NCE						
2	~		-	0	•	-	80	•	5	
SEQUENCE TYPE	E TYPE			PRIM	PRIMARY DECISION FACTOR	1510N	FACTOR			
[] linear	near			D	[Job criticality	1tical	fty			
D	[] hierarchical	-		K	(3 dependent relationship	lent re	lation	shfp		
[] solitary	Htary			D	[] independent relationship	ndent	relati	onship		
REQUIRED SUPPORT MATERIALS	Dadns D	RT MAT	ERIALS							
Enablin	Enabling Objectives: E0	tives:	8		U	6.6	1-3	3		
Functions Catalog: IBERIAN SPANISH	ns Cata	109:	182	RIAN SE	ANISH					
Rol Sooks:	1	AIDE.							13	
Special Vocabulary: V2.1-5, V3.1-3, V4.1-4	Vocabu	lary:	V2.	1-5, V	3.1-3,	V4.1	7		140	

Technical Documents: Defense Treaty: Use of Military Pacilities in Spain, Job descriptions, Interview and: JUSH-TRNE, Pacilities 3.0 E. AFR 400-3, AFM 50-29.

APR 400-3, AFM 50-29.

(In the spain, Job descriptions, Interview and: JUSH-TRNE, Pacilities (In the spain, Job descriptions, Interview and 11mited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations and casual conversations including introductions and casual conversations or difficulties; can biographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumiocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart
Communicative Activity: "PACILITATES"

DETERMINING THE PURPOSE Meet with Responsible Party (RP)	
Recommend a communicative	
strategy	
FACILITATING THE INTERCOMMUNICA-	
Follow established protocol	
Carry out special requests of	
Facilitate social interaction/ Monitor the effectiveness of	
5.1/5.3/5.5.1/5.5.2/5.10/6.1.1/	
6.7/6.10 Report/Inquire as required	
1.0 Factual Information (All functions)	
2.0 Intellectual Attitudes (All functions)	
3.0 Emotional Attitudes	
4.0 Getting things done	
(Suasion) (All functions)	

FOLLOWING-UP
Debrief with RP
Carry out immediate actions
requested by the RP

TERMINAL SKILL OBJECTIVE

Report, Defense Treaty: Usc of Military Facilities in Spain, Job Descriptions for MAAG personnel, JUSMG-MAAG, Madrid, In-1976, Sample correspondence supplied by JUSMG-MAAG, Madrid, terview data: MAAG officers and support personnel, Madrid. The student "SCANS" letters/memoranda written in the Spanish language for specific pieces of information operations, performance; management: planning, training for the purpose of responding to the above com-DOCUMENTATION: AFR 400-3 (1978), AFM 50-29, PEACE (SIGMA) on one or more of the following topics: logistics: supply, maintenance, data processing; aircraft: munications to confirm past actions or state future plans. STATEMENT respond to communications from Spanish military personnel logistics, aircraft, management No. MAAG / R.2.01 COMMUNICATIVE TASK "SCANS" N/A COMPONENTS Audience Com Act Purpose Topics Role

IDITIONS

PERFORMANCE TIME	20 min.	Materials/Equipment	reference grammar,	military and technical	glossaries, dictionary	TER Print x technical literary informal
PREPARATION TIME	1/2 hour	Materials/Equipment	reference grammar, mili-	tary and technical glossa-	ries, dictionary	Speech techno-jargon x formal colloquíal

MacroSTANDARDS

7.02	COMMENTS Culture/References/Supplements	Spanish letters often consist of a single lengthy sentence rather than a series of short sentences as is usually true of American letters. The terms "del actual" a "de los corrientes" appear often in letters, referring to a date in the present month. Infinitive used as a progressive letters. Often it refers to a course being developed; here it refers to a course being developed; here it refers to a course being developed; here it refers to a course ln progress. podría ser resuelto/conditional & infinitive a frequent construction in letters	1-45
,	FUNCTIONS Major Descriptors	1.1 identify 1.2 state factual information 2.12.1 difficulty	
M 1 2 3 4 5 6 7 8 9	KEY TERMS Vocabulary Items	en relación con/in relation to del actual/of this month navigation specialist antede encontrar/considering the difficulty of finding the difficulty of finding the middle of en pleno/in the middle of en pleno/in the middle of en pleno/in the middle of accorded from English without alteration	
750 %u. MAAG / 8.2.01 / SP [7] TSO [7] E0	TASK SCEMARIO	Col. Henry Adams, USAP Jete Section Fuerza Aerfa, MAG Querido Col. Adams: En relación con su carta de fecha 18 del actual, referente a la oferta del curso de especialista de navega- ción VOR/ILS/NN/ANN 235, y ante la dificultad de encontrar personal con un ECL:70, toda vez que el curso de idioma inglés está en pleno desarrollo, la Dirección de Planes y Organización comanica que se renancia a dicho curso, el cual, por otra parte, podría ser resembto por el sistama 0.3.1.	

7.02 8 9 10 8 9 10 Page 2 of 3	Culture/References/Supplements	English-language terms and abbreviations are dropped into Spanish texts without translation. Many letters contain the formula:It is requested of X & subjunctive dependent clause. It is important to be able to translate the subjunctive.	
-0	FUNCTIONS Major Descriptors	1.2 state factual information 1.1 identify 1.2 state factual information 4.2 requests	
M 1 2 3 4 5 6 7 8 9 1	KEY TERMS Vocabulary Items	Mendo de Material/Material Command adjunto/attadhed requestos/spere parts dado de baja en el servicio/ taken out of service Maestranza Aérea/Air Armory valoración/appraisal dado que/since se ruega/it is requested devolución/return depositados/stored	
150 %. MAG / 8.2.01 / SP 17 150 17 150	TASK SCENARIO	Col. Henry Adams, USAP Jefe Section Procedentes del Mando de Material, adjunto le remito impresos PORM 120 REV que relacionan diversos repuestos es- pecíficos de helioópteros SIKORSIC, H.191, dado de baja en el servicio hace ya algunos años, seleccionados en la Maestranza Aérea y clasificados por clases federales y valoración. Dado que el citado helioóptero perte- reció a Ayuda Americana, se ruega a ese wwo informe sobre la devolución de tales repuestos que se encuentran deposi- tados en la referida Maestranza Aéroa.	

Oueds de Vd. atto. Queda de Vd. atto. / roughly "sincerely" Sincerely" Impreso PORv 120 PEV Amency attachment	TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
	Queda de Vd. atto.	Queda de Vd. atto./ roughly "sincerely"		
A SANTON OF STATE AND STAT	Anexo: Impreso FORM: 120 REV	Anexo/attachment		
		to determine the contract on court to	· · · · · · · · · · · · · · · · · · ·	
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W C	and on the class only one of the particular of the	and a School and Porce on Linear Assessment	manufacture ages and and and	
			the section was possible to	

The letters presented in the task scenarios were written by Spanish officers. They were given to this project by MAMG officers as examples of the materials they are required to read in Spanish as part of their job duties. The letters were then reviewed by native speakers of Spanish who were not informed that a Spaniard had written the letters. The reviewers suggested corrections to the text of the letters. The corrected versions are presented below.

Col. Henry Adens, NSAF Jefe Sección Puerza Aeréa, MAG

Querido Col. Adams:

En relación con su carta de fecha 18 del actual, referente a la oferta del curso de especialista de navegación VOR/IIS/AN/ARN 235, y ante la dificultad de encontrar personal con un ECL: 70, ya que el curso de idioma inglés está en pleno desarrollo, la Dirección de Planes y Organización comunica que se renuncia a dicho curso, el cual, por otra parte, podría ser resuelto por el sistema 0.J.T. Queda suyo affmo.

Col. Henry Adams, USAF Jefe Sección Puerza Aerea, MAG

Querido Col. Adams:

H. 191, dado de baja en servicio hace ya algunos años, seleccionados en la Maestranza Mérea y clasificados por clases federales y valoración. Dado que el citado helicóptero perteneció a Ayuda Americana, se ruega a ese MANG informe sobre la devolución de tales de los repuestos que Procedentes del Mando de Material, adjunto le remito impresos FORM 120 REV referentes a repuestos específicos de helicópteros SIKORSKI, se encuentren depositados en la referida Maestranza Aérea.

seda de Ud. atto.

Anexo: Impreso PORM 120 REV

/ R.2.01

REQUIRED SUPPORT MATERIALS Enabling Objectives: EO

independent relationship

solitary

IBERIAN SPANISH Functions Catalog:

N/A Rolebooks:

Special Vocabulary: V1.1, V2.2-5, V3.1-3, V4.1-4

Technical Documents: <u>Defense Treaty: Use of Military Facilities</u> in Spain, 1976, Job descriptions, interview data: JUSNG-NANG, Madrid; AFR 400-3, AFM 50-29.

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requiretions about current events, as well as work, family, and auto-biographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the granmar." (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with ments. Can handle with confidence but not with facility most social situations including introductions and casual conversa-

ENABLING OBJECTIVES: Scope and Sequence Chart "SCANS" Communicative Activity:

H.0

Prespecify items or data Prespecify general information List prespecified information needs on SCANNING WORKSHEET DETERMING INFORMATION NEEDS areas

SCANNING FOR PRESPECIFIED DATA Underline or highlight data environment for each datum Determine the functional 1.0 Factual Information List data

2.0 Intellectual Attitudes 3.0 Emotional Attitudes (All functions) (All functions) (All functions)

4.0 Getting things done ist each functional (All functions) Suasion)

environment

SCANNING FOR ADJUNCTIVE DATA 2.0 Intellectual Attitudes (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING) 1.0 Factual Information 3.0 Emotional Attitudes 4.0 Getting things done Circle additional data Determine functional List each functional (All functions) (All functions (All functions) (All functions) Suasion) environment environment List data

Recommend actions to be taken Draw conclusions SUMMARIZING

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Report, Defense Treaty: Use of Military Facilities in Spain,

DOCUMENTATION: AFR 400-3 (1978), AFM 50-29, PEACE (SICMA)

Job descriptions for MAAG personnel, JUSMG-MAAG, Madrid, In-

terview data: MAAG officers and support personnel, Madrid.

1976, Sample correspondence supplied by JUSMG-MAAG, Madrid,

TERMINAL SKILL OBJECTIVE

No. MAAG / R.1.01 / SP

COMMUNICATIVE TASK

COMPONENTS	
Role	N/A
Com Act	"REVIEWS"
Audience N/A	N/A
Topics	logistics, aircraft, management
urpose	Purpose for action

STATEMENT

management: planning, training, for the purpose of obtaining information which results in a multi-faceted following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; The student "PEVIEWS" in depth letters/memoranda written in the Spanish language on one or more of the or long-term response

CONDITIONS

PERFORMANCE TIME	45 min.	Materials/Equipment	reference grammar, military	6 technical glossaries,	(Eng. & Span.), Spanish	REGISTER Print dictionary on technical literary informal
PREPARATION TIME	1 hour	Materials/Equipment	reference grammar, mili-	tary & technical glossa-	ries (Eng. & Span.), Span-	ish dictionary REGI Speech techno-jargon formal

MacroSTANDARDS

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Page 1 of 3

TSO "0. MAAG / R.1.01 / SP 7 150

Col. Henry Adms, USAP Jefe Sacción Puerza Méres, MAG

Querido Col. Smith:

efectivo schre el sistema 1800, para lo oesidad de que personal cualificado de 30 de Erero 1984, la Jefatura del Servicio de Transmisiones commica la neel sistema de comunicaciones 1800 del cual podrfa preserciar la realización Como continuación a la carta de esta USAF realice una revista total sobre de acuerdo con el contrato de arrien-Base pueda realizar un mentenindento do de las radiosyndes TACAN y G.C.A. drilla de Transmisiones de la citada Contsión de Enlace nue. 63 de fecha Asimismo se estima necesario que el G.C.A. de la Base Méros de Montara, personal mantenimiento de la Lecus

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	Culture/References/Supplements
asunto/subject		CONTRACTOR STATE S
	1.1 identify	Many letters refer to previous correspondence or conversations.
enlace/liaison num,=ndmero/number jefatura/headquarters		Numbers and dates are very important in letters; they usually appear as numerals rather than words.
	2.6 express need	THE COME COME CONTROL SECTION CO. S.
USAR-very often English terms 4 abbreviations will be used untranslated		realice - subjunctive is used because the names of the personnel involved are not specified. The ability to recognize and read subjunctive forms is important in
accordance de acuerdo con/in agredment with radiosyudas/radio-assisted	X ^{0,0} topological design	dealing with letters.
	2.6 express need	expressions of necessity require a subordinate clause, subjunctive form
esquadrilla de transmisiones, comernications sruad de la citada/of the afore- mentioned	4.1 suggest	"citada" and "dicha" appear often in letters used to refer to an earlier part of the letter
mantenimiento/maintenance		
presenciar realización/ vitness the fulfillment	5.2 taking leave	This is one of several expressions equivalent to "sincerely".

Queda suyo affar

Atentamente

del "ONERHUL" schre el citado sistem

L'érei to del Aire.

MANG

17 750 // E0 Querido Cor. Adams:

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8 9 10 Page 3 of 3	Culture/References/Supplements	Signatures in Spain are often written with a flourish and bear little resemblance to the name of the signer - rather they serve as a uniquely personal sign.
	FUNCTIONS Major Descriptors	2.8 doligation
4 ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °	KEY TERMS Vocabulary Items	con cargo de/charged to the account of Le saluda atentamente/ roughly "sincerely" Fdo.=firmado/signed
TS0 %0. MAAG / R.1.01 / // TS0	TASK SCENARIO	con cargo del Ejército del Aire. Le saluda atentamente. Fdo: Juan Diaz

The letters presented in the task scenarios were written by Spanish officers. They were given to this project by MAMG officers as examples of the materials they are required to read in Spanish as part of their job duties. The letters were then reviewed by native speakers of Spanish who were not informed that a Spaniard had written the letters. The reviewers suggested corrections to the text of the letters. The corrected versions are presented below.

Col. Henry Adams, NSAF Jefe Sección Puerza Aérea, NAAG

Asunto:

Querido Col Smith:

Asimismo se estima necesario que el personal de mantenimiento de la Escuadrilla de Transmisiones de la citada Base pueda realizar un Como continuación a la carta de esta Comisión de Enlace num. 63 de fecha 30 de Enero 1984, la <u>Jefatura</u> del Servicio de Transmisiones mantenimiento efectivo sobre el sistema 1800, para lo cual podría presenciar la realización del "CVERRIALL" sobre el citado sistema. comunica la necesidad de que el personal cualificado de USAF realice una revista total sobre el sistema de comunicaciones 1800 del G.C.A. de la Base Mérea de Montana, de acuerdo con el contrato de arriendo de las radicayudas TRCAN y G.C.A. Atentamente

Queda suvo affino.

Col. Henry Adams, USAF Jefe Section Puerza Aérea, MAMG

Querido Col. Adams:

En relación a las cartas de ese MAMG, APMS de fecha 21-2-78 y APMS-66 del 19 de los corrientes, el Mando de Material comunica que, de acuerdo oon el punto 4º de la carta del AFIC MAIS del 21-2-78 considera que debe aceptarse la Modificación de Seguridad de Clase IV (Class IV Safety Modification) por 10 que se nuega a ese MANG efectúe los trámites ocortunos para la adouisición de 91 KTTS, con destino a los aviones F5 del

Ejército del Aire.

Dicha adquisición, cuyo coste aproximado es de \$3.983,07, deberá ser gestionada con cargo del Ejército del Aire.

Le saluda atentamente.

Pdo: Juan Diaz

LPM Functional Indices

6.0 Managing Communication	
5.0 Elementary Social Rituals	
4.0 Suasion	4.1 suggestions 4.2 requests 4.3 invitations 4.4 advice 4.5 warnings 4.6 directions/ instructions/ commands 4.7 corrections
3.0 Emotional Attitudes	<u>б</u> 6
Intellectual	
2.0	2.1.1 2.2.2 2.2.2 2.2.3 2.2.3 2.3.1 2.3.2 2.3.1 2.4.1 2.4.2 2.5.1 2.5.1 2.9.3 2.0.3
1.0 Factual	1.1 identify objects, 2.1.2 disagreement persons, processes 2.2.1 an offer 1.2 state factual 2.2.2 declining an 2.2.3 accepting an 1.3 seek factual 2.2.3 accepting an 2.3.1 remembering 2.3.2 forgetting 2.3.2 forgetting 2.3.2 incapability 2.4.2 impossibility 2.5.1 capability 2.5.1 capability 2.5.1 capability 2.6 need 2.7.2 uncertainty 2.8 need 2.7.1 certainty 2.9.2 granting of permission 2.9.3 denial of permission 2.9.3 denial of 2.10.1 denial 2.10.2 affirmation 2.12.2 ease 2.13.1 belief/ 2.12.2 ease 2.13.2 belief/ 2.13.2 belief/ 2.13.3 belief/ 2.13.3 belief/ 2.14.4 bese task scenarios.
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environment

some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

"Able to satisfy routine social demands and limited work require-ments. Can handle with confidence but not with facility most

social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects

(1.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "REVIEWS"

Facilities in Spain, 1976, Job descriptions, interview data: JUSMG-WAAG, Madrid: AFR 400-3, AFM 50-29. 2 Technical Documents: Defense Treaty: Use of Military [Independent relationship dependent relationship V1.1, V2.2-5, V3.1-3, V4.1-4 PRIMARY DECISION FACTOR œ job criticality ISO Map TSO MANG / R. L. OI IBERIAN SPANISH R.1 X RECOMMENDED TRAINING SEQUENCE REQUIRED SUPPORT MATERIALS DESTRED ENTRY BEHAVIOR Enabling Objectives: Special Vocabulary: Functions Catalog: hierarchical @ SEQUENCE TYPE solitary linear Roleboo's:

tion

CONSTRUCTING THE REVIEW REPORT Recommend course(s) of action initial data Determine the functional environment for each datum Compare in-depth information Place additional data beside Read for supplemental, con-(All functions)
2.0 Intellectual Attitudes flicting, or confirming 1.0 Factual Information 4.0 Getting things done 3.0 Emotional Attitudes with initial summary SEARCHING FOR EVIDENCE List each functional Write final summary (All functions) (All functions All functions Make conclusions Suasion environment SCHEME FOR THE REVIEW Determine the document organiza-Develop the organization for the section in the organizational Determine the document purpose DEVELOPING AN ORGANIZATIONAL Read and Extract document: environment for each datum
1.0 Factual Information State reason for reviewing abstract, first section, 2.0 Intellectual Attitudes Place data in appropriate Underline/highlight data Read/Translate title, Determine the functional 3.0 Emotional Attitudes 4.0 Getting things done EXTRACTING INFORMATION Write initial summary List each functional STATING THE PURPOSE (All functions) (All functions (All functions -chapters -headings -sections -outline last section Suasion) Read document review scheme

ENABLING OBJECTIVE C.1-1 GREFING/INTRODUCTION

		מונימוו או וואר וואר וואר וואר וואר וואר ווא
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
Sec. Sec.	Passive, aural mastery of all elements for	Stafford To Existence Send
The student will engage in conversation with greetings and introduction (when applicable). S/he will establish the role or social climate and make introductions, apologize, show sympthy/empathy, congratulate, or express regrets as required. S/he will use functions:	every function listed is required. Active, oral mastery of the elements listed below is required.	every function listed The student needs a good grasp of the social customs prevalent is required. Active, in the target culture. oral mastery of the elements listed below is Specific phases for apology, showing sympathy/empathy, etc., required.
5.1 greet	5.1.1: 1-3/ 5.1.2:	
5.3 open conversation (all social roles)	5.3.1: 1/2/5/6/9 5.3.	
5.5.1 introduce	5.5.1: 1/4/6-8/13	
5.5.2 respond to introductions	5.5.2: 1-4/6/8	
5.8 sympathy/empathy	5.8.1: 2/4/7/8/11-13	
5.10 gratitude	5.10: 1/2/5-8/11	
5.11 regret	5.11: all elements	
5.12 apology	5.12: 1/3/6/7/12	State of the contribution of the state of th
6.1.1 interrupt	6.1.1: 1-3/10	
一般の		
2.0 April		

This part can be demanding on the student's intellectual skills/capabilities depending on the student's role. The appropriate Rolebook can be helpful. Practice is definitely an important part of the instruction.

1/2(3-9)*10-12, 14/17/18 2-5(6/7)*10/13, 14 1/3/5/7/8/11/10

2.1.1:

The student will evaluate options by reporting, expressing, or inquiring about thoughts and opinions. Human thought, reasoning, and opinion will be sought or transmitted by the student using functions:

B. Evaluate options

intellectual attitudes (all functions)

LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE	MicroSTANDARDS COMMENTS AND ADDITIONAL INFORMATION (Functional Elements)	The state of the s		ation. In stating the purpose of the conversation, the student must have mastered most of the SPEAKING AND SPEAKING/LISTENING skill activities.	1.1: all elements	1.2:	1.3:	2.2.1: 4/5/7-9	4.2: 1-4/6/8/13-17	
OPPENT	MacroSTANDARDS Communicative Activity "CONYERSES"	PURPOSE	A. Obtain/transfer factual information	The student will state the purpose of the conversation. When the purpose is receiving or releasing factual information, the student will employ functions:	identify objects, persons, processes	state factual information	seek factual information	offer	request	
SKILL DEVELOPMENT	MacroSTANDARDS Communicative	STATING THE PURPOSE	A. Obtain/	The student When the pu mation, the	1.1	1.2	1.3	2.2.1 offer	4.2	

Page 1 of

SPANISH

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

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*at least one element in () should be mastered

agreement disagreement

2.1.1

5.0

an offer

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	CIONALIO MANAGORA	WINITE INCIDE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10	Astronomie set calcor a trebuta stario calcorage la collaboration de la collaboration de la calcorage de la collaboration de la calcorage de l
2.2.3 accepting an offer	2.2.3: all elements	Fram foodballfarms or shappy a self ou principles on non-crus well.
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2: 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)*	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation/responsibility	2.8: 1-6/9/11	
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/	
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/	

^{*}at least one element in () should be mastered

		neither.
SKILL DEVELOPHENT	LINGUISTIC KNOWLEDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	2.11: 1/3-5/7/10	
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	
2.12. ease	2.12.2: 1/2/7-11	
2.13 belief/opinion	2.13: 1/2/4-6/9	
C. Assess human reactions		ACCOUNT OF MAN PROPERTY AND ACCOUNT OF THE PROPERTY OF THE PRO
The student will assess human reactions (the way a person feels) by using functions:		This part deals not only with emotional attitudes but also requires the student to assess such human reactions.
3.0 emotional attitudes (all functions)		Simulation games that represent situations where such assessment must take night can be helpful as in instructional activity.
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/	Games where cultural elements of the target language are incor-
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/	
3.2.1 satisfaction	3.2.1 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/	
3.3.2 worry	3.3.2: 1/2/4-8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/	
3.6 preference	3.6: 1-5/7/8/10/11	Control of the Contro
3.7 intention	3.7: 1-4	The second secon

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SKILL DEVELOPMENT	LINGUIST	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	Micro! (Functi	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.8 want	3.8:	1/4-7	
3.9.1 approval	3.9.1:	2-6/8	
3.9.2 disapproval	3.9.2:	2/3/5/6/8/10	
3.10.1 importance	3.10.1: 2/3/5	2/3/5	The state of the s
3.10.2 unimportance/indifference	3.10.2:	1/2(3/4/6)*	TO THE TAX OF MEDICAL TRANSPORT OF THE TAX O
3.11 anticipation	3.11:	1/2/4/5	Machael is a signe out tout a legange test them weighted
D. Initiate actions			GROWING THE THE APPROVE OF STORES BEING STORES AND STORES.
The student will start activity, decision making, and operations by the other party. S/he will use functions:			For this part, the student should practice with stock phrases developed from the appropriate Rolebook.
2.4.1 possibility	2.4.1:	1-3/15-19	
2.4.2 impossibility	2.4.2:	1/3/8-11	
2.5.1 capability	2.5.1:	1/8-11	
2.5.2 incapability	2.5.2:	1/2/10-13	
2.6 need	2.6:	1/2/5-12	
4.2 requests	4.2:	4/6/9/10/20	
Mydylwa desendana mystylania			No. fall of the control of the contr
			0,2

*at least one element in () should be mastered

A. C. S. C.

1/3/5/7/8/11/ 14 1/2/4/5/7/9/ 10/12

2.2.1: 2.2.2:

*at least one element in () should be mastered

declining an offer

2.2.2 2.2.1 2.1.2

an offer

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PORPOSE	IC FUNEUSE	Page 1 of 4
		SPANISH
SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
ACTUALIZING THE PURPOSE		
A. Develop the strategy		
The student will develop a strategy for actualizing the purpose of the conversation. The student develops an outline, checklist, and/or scenario of what the conversation might "look" like. The student will practice his queries, responses, and statements.		This part is the key to this particular communicative activity. During his/her training, the student should be given ample opportunities to practice strategy development for many differen probably situations.
B. Initiate communication		
The student will engage in conversation according to his/ her strategy using the following functions concerning facts, thoughts, feelings, and actions:		The most important instructional activity here is practice.
1.0 Factual Information		
1.1 identify objects, persons, processes	1.1: all elements	
1.2 state factual information	1.2:	
1.3 seek factual information	1.3:	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12	Const. C. pro. of the Park Transaction Co.
2.1.2 disagreement	2.1.2: 2-5/(6/7)*10/	

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ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

ENABLING OBJECTIVE C. 1-3 ACTUALIZING THE PURPOSE

*at least one element in () should be mastered

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MacroSTANDARDS Communicative	MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.1 6	2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	
2.12.2 ease	ase	2.12.2: 1/2/7/-11	
2.13 b	belief/opinion	2.13: 1/2/4-6/9	
3.0 €	Emotional Attitudes		Special attention should be given to the emotional attitude
3.1.1 p	pleasure/liking	3.1.1: 1/3/4/6-8/10/	בופוובוורס מז חוצל חומנו ובלובסמור מב בסים זמים והיים החומנו
3.1.2 d	displeasure/dislike	3.1.2: 1/3/4/6/8/10/	
3.2.1 \$	satisfaction	3.2.1: 1-5/8/11	
3.2.2 d	dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1	fear	3.3.1: 1/2/4/6/7/10/	Company of the Company of the Section of the Company of the Compan
3.3.2	worry	3.3.2: 1/2/4/8	
3.4 h	hope	3.4: 1-3/6	
3.5 \$	surprise	3.5: 1/3/4/6/9/13/	
3.6 p	preference	3.6: 1-5/7/8/10/11	
3.7 1	intention	3.7: 1-4	Section 20 Confident Decision (1986)
3.8	want	3.8: 1/4-7	Section of the sectio
3.9.1	approval	3.9.1: 2-6/8	
3.9.2	disapproval	3.9.2: 2/3/5/6/8/10	The state of the s

E.01 Page 3 of 4

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

MacroSTANDARDS Communicative Activity "CONVERSES"	MicroS (Functi	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.0.1:	2/3/5	
3.10.2 unimportance/indifference	3.10.2:	1/2(3/4/6)*	
3.11 anticipation	3.11:	1/2/4/5	
4.0 Getting things done (Suasion)			How suasion is done differs widely according to the role, the
4.1 suggestions	4. 1:	1-4/10/11	
4.2 requests	4.2:	1-4/7/13/18/24/	
4.3 invitations	4.3:	1/2/4/8/12/13	
4.4 advice	4.4:	1/3/5/8/9	
4.5 warnings	4.5:	1-4/7/10-12	
4.6 directions/instructions/commands	4.6:	1-3/6	
4.7 corrections	4.7:	1/2/5/7/9-12	
C. Control conversation flow			
6.3 refocus and/or adjust communication	6.3;	all elements	
6.8.1 change topic	6.8.1:	2/5/6/8	
6.8.2 consent to change topic	6.8.2:	3/6/7	
6.8.3 refuse to change topic	6.8.3:	1/3/6/9/12/13	

E.01 Page 1 of 4

SKILL, DEVELOPPENI	LINGUISHIC NUMERINES	CUPPLINICALINE MACINE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONFIRMING THE RESULTS		
A. Report facts		
The student will report the facts of the conversation to insure understanding of both parties. S/he will use functions:		The student should have a clear understanding of the purpose of this understanding can be reinforced by examples of result of failure to achieve this EO.
1.1 identify objects, persons, processes	1.1: all elements	
1.2 state factual information	1.2:	
2.1.1 capability	2.1.1: 1/4/5/7/10-12	
2.1.2 incapability	2.1.2: 1/4/5/7/10-12	
4.7 corrections	4.7: 2/5/7/11	
B. Report thinking of the other party		
The student reviews the thinking of the other party to insure mutual understanding using functions:		Some higher level of language ability may be required here depending on the role the student is to assume in the target
2.0 Intellectual Attitudes (all functions)		i anguage.
2.1.1 agreement	2.1.1: 1/14/19	
2.1.2 disagreement	2.1.2: 1/8/9/12-15	
2.2.1 an offer	2.2.1: 1/2/14-16	
2.2.2 declining an offer	2.2.2: 1/12/14/15	
2.2.3 accepting an offer	2.2.3: 1/11/15/16	STATE OF THE PARTY

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SKILL DEVELUPTENI	LINGUISTIC MOMERGES	COMMUNICALINE MACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.1 remembering	2.3.1: 1/2/11-13	
2.3.2 forgetting	2,3,2: 1/2/10/13	
2.4.1 possibility	2.4.1: 1/4/6/7(8-13)*	personal and the sealers of the second of th
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: 1/2/8-11	
2.5.2 incapability	2.5.2: 1-3/10-13	
2.6 need	2.6: 1/2/5/6/8-12	
2.7.1 certainty	2.7.1: 1-3/8-12	
2.7.2 uncertainty	2.7.2: 1-3/7-10	
2.8 obligation	2.8: 1/3/6/9/11-13	
2.9.1 request for permission	2.9.1: 1/12/13	The artifact of backgrapes on the special state of the second stat
2.9.2 granting of permission	2.9.2: 1/13/15	
2.9.3 denial of permission	2.9.3; 1/11-13	
2.10.1 denial	2.10.1: 7/8/11-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4/8/11/12	
2.11 awareness	2.11: 1/2/7-10	
2.12.1 difficulty	2.12.1: 2/4-8/11-13	
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Hitchestable Hitchestable	SKILL DEVELOPMENT	LINGUIS	LINGUISTIC MONLEDGES	COMUNICATIVE PRACTICE
2.12.2: 1/2/8-11 2.13: 1/6-9 4.7: 1/2/5/7/9-12 2.1.2: 1/8/9/12-15 3.1.1: 1/2/4/10-14 3.1.2: 1/2/4/12-16 3.2.1: 1/2/4/8-11 3.2.2: 1/2/6/8/10/11 3.3.2: 1/2/8/10/11 3.3.1: 1-3/10/14 3.3.2: 1/2/8/10/11 3.4: 1/5-7	MacroSTANDARDS Communicative Activity "CONVERSES"	Micro: (Funct	STANDARDS Jonal Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.13: 1/6-9 4.7: 1/2/5/7/9-12 2.1.1: 1/14/19 2.1.2: 1/8/9/12-15 3.1.1: 1/2/4/10-14 3.1.2: 1/2/4/10-14 3.2.1: 1/2/4/8-11 3.2.2: 1/2/6/8/10/11 3.3.1: 1-3/10/14 3.3.2: 1/2/8/10/11 3.4: 1/5-7 3.5: 1/1/19-21	2.12.2 ease	2.12.2:	1/2/8-11	
4.7: 1/2/5/7/9-12 2.1.1: 1/14/19 2.1.2: 1/8/9/12-15 3.1.1: 1/2/4/10-14 3.2.1: 1/2/4/8-11 3.2.2: 1/2/4/8-11 3.2.2: 1/2/6/8/10/11 3.3.1: 1-3/10/14 3.3.2: 1/2/8/10/11 3.4: 1/5-7		2.13:	1/6-9	
2.1.1: 1/14/19 2.1.2: 1/8/9/12-15 3.1.1: 1/2/4/10-14 3.1.2: 1/2/4/12-16 3.2.1: 1/2/4/8-11 3.2.2: 1/2/6/8/10/11 3.3.1: 1-3/10/14 3.3.2: 1/2/8/10/11 3.4: 1/5-7 3.5: 1/1/19-21	corrections	4.7:	1/2/5/1/9-12	this pour deals majory with instantiation so the chief cascers
2.1.1: 1/14/19 2.1.2: 1/8/9/12-15 3.1.1: 1/2/4/10-14 3.1.2: 1/2/4/12-16 3.2.1: 1/2/4/8-11 3.2.2: 1/2/6/8/10/11 3.3.1: 1-3/10/14 3.3.2: 1/2/8/10/11 3.4: 1/5-7 3.5: 1/1/19-21	C. Report the feelings of the other party			
agreement 2.1.1: 1/14/19 disagreement 2.1.2: 1/8/9/12-15 Emotional Attitudes 3.1.1: 1/2/4/10-14 pleasure/liking 3.1.2: 1/2/4/10-14 displeasure/dislike 3.1.2: 1/2/4/12-16 satisfaction 3.2.1: 1/2/4/8-11 dissatisfaction 3.2.1: 1/2/4/8-11 dissatisfaction 3.3.1: 1/2/6/8/10/11 fear 3.3.1: 1-3/10/14 worry 3.3.2: 1/2/8/10/11 hope 3.4: 1/5-7 sumprise 3.5: 1/1/19-21	The student will acknowledge verbally the feelings of the other party to confirm his own understanding. S/he will use functions:	2. 2	Table 1	Similar to reporting the thinking (intellectual attitudes) of the other party except this part deals with feelings (emotional attitudes) and thus requires additional sensitivity on the student's part.
disagreement Emotional Attitudes pleasure/liking displeasure/liking displeasure/dislike satisfaction dissatisfaction dissatisfaction 3.2.1: 1/2/4/10-14 3.2.1: 1/2/4/10-14 3.2.2: 1/2/6/8/10/11 fear worry hope summitse	2.1.1 agreement	2.1.1:	1/14/19	
Emotional Attitudes pleasure/liking displeasure/dislike satisfaction dissatisfaction dissatisfaction 3.2.1: 1/2/4/12-16 3.2.1: 1/2/4/8-11 3.2.2: 1/2/6/8/10/11 fear worry hope summites 3.4: 1/5-7 3.5: 1/1/19-21		2.1.2:	1/8/9/12-15	
pleasure/liking 3.1.1: 1/2/4/10-14 displeasure/dislike 3.1.2: 1/2/4/10-16 satisfaction 3.2.1: 1/2/4/8-11 dissatisfaction 3.2.2: 1/2/6/8/10/11 fear 3.3.1: 1-3/10/14 worry 3.3.2: 1/2/8/10/11 hope 3.4: 1/5-7 currentee 3.5: 1/1/19-21				
displeasure/dislike 3.1.2: 1/2/4/12-16 satisfaction 3.2.1: 1/2/4/8-11 dissatisfaction 3.2.2: 1/2/6/8/10/11 fear 3.3.1: 1-3/10/14 worry 3.3.2: 1/2/8/10/11 hope 3.4: 1/5-7 a.5: 1/1/19-21		3.1.1;	1/2/4/10-14	
satisfaction 3.2.1: 1/2/4/8-11 dissatisfaction 3.2.2: 1/2/6/8/10/11 fear 3.3.1: 1-3/10/14 worry 3.3.2: 1/2/8/10/11 hope 3.4: 1/5-7 sumrites 3.5: 1/1/19-21		3.1.2:	1/2/4/12-16	
dissatisfaction 3.2.2: 1/2/6/8/10/11 fear 3.3.1: 1-3/10/14 worry 3.3.2: 1/2/8/10/11 hope 3.4: 1/5-7 a.morites 3.5: 1/1/19-21		3.2.1:	1/2/4/8-11	
fear 3,3.1: 1-3/10/14 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4.		3.2.2:	1/2/6/8/10/11	
Morry hope 3.3.2: 1/2/8/10/11 3.4: 1/5-7 3.5: 1/1/19-21		3,3.1:	1-3/10/14	
3.4:		3.3.2:	1/2/8/10/11	CONT. LLO. WITH STREET, STREET, LINE STREET, S
summerice 3.5:		3.4:	1/5-7	DINAMICATIVE SENTICE
30 10 100	3.5 surprise	3.5:	1/1/19-21	California

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ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

SKILL DEVELOPPENT	LINGUISTIC KNOW EDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.6 preference	3.6: 1/2/7/8/10/11	
3.7 intention	3.7: 1/3-5	
3.8 want seemen seemen	3.8: 1/2/6/10/11	
3.9.1 approval	3.9.1: 1-3/7/8/10	
3.9.2 disapproval	3.9.2: 1-3/9/10/12	
3.10.1 importance	3.10.1: 1/3-5	
3.10.2 unimportance/indifference	3.10.2: 1/4/6/10/11	
3.11 anticipation	3.11: 1/5	SIT DO STANDARDAR ISKORDI DON ABADDAN AND DAN (200-1107) I
4.7 corrections	4.7: 2/5/7/11	TOTAL TOTAL TELEVISION OF THE STATE OF THE S
D. Report actions to be taken		
The student will state the actions, operations, or plans that will be initiated as a result of the conversation. S/he will use functions:	14 Section States and Assessment	This part deals mainly with information so the chief concern is accuracy.
1.1 identify objects, persons, processes	1.1: all elements	
1.2 state factual information	1.2:	
2.1.1 agreement	2.1.1: 3/5/11-15/18	COMMINGS WAS STOCKLICHEN INTORNATION
2.1.2 disagreement	2.1.2: 2/4/5/10/13-15	CONSTRUCTOR SHORETOR
4.7 corrections	4.7: 2/5/7/11	
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SMILL DEVELORMENT MACROSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CLOSING		
A. Inquire about further concerns		
Prior to ending a conversation the student will check to see that all concerns, issues, or ideas have been covered. S/he will accomplish this using functions:		
1.3 seek factual information	1.3: all elements	
2.6 need	2.6: 1/5/6/10/11	
2.3.1 remembering	2.3.1: 2/6/11	
2.3.2 forgetting	2.3.2: 1/5/10	
3.3.1 fear	3.3.1: 1/4/14	
3.3.2 worry	3.3.2: 1/5/7/8	
3.8 want	3.8: 1/5/6	
3.10 importance	3.10: 1/3/5	
B. Close		
The student will close the conversation after all concerns have been aired or dealt with. He shall use the following functions:	Man Photo grammatic	Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a conversation under many different circumstances.
efor a face-to-face conversation		
5.10 gratitude	5.10: 1/2/5/6/7/9	The section of the se

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ENABLING OBJECTIVE C.1-5 CLOSING

COMMENTS AND ADDITIONAL INFORMATION COMMUNICATIVE PRACTICE MicroSTANDARDS (Functional Elements) LINGUISTIC KNOWLEDGES 1-3 1-3/5 5.2: 5.4: MacroSTANDARDS Communicative Activity "CONVERSES" 5.4 end conversation 5.2 take leave SKILL DEVELOPMENT

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SPANISH

ENABLING OBJECTIVE C.2-1 GREFING/INTRODUCTION

SKILL DEVELOPMENT	LINGUISTIC KNOW EDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
GREETING/INTRODUCTION The student will place and receive telephone calls. S/he will communicate in the opening part of the telephone conversation using functions:	Passive, aural mastery of all elements for every function listed is required. Active, oral mastery of the elements	As this communicative activity is conducted without visual contact, the student should have mastery of the nuances in pronouncing simple phrases in the target language in order to transmit different feelings.
5.16 telephone behavior		
5.16.2 respond to answer	5.16.2: 3/5	
5.16.3 request to speak to someone or an extension	5.16.3: 2-4	
5.16.4 respond to such request	5.16.4: 1/3/5	Some telephone call require "short" routines, such as:
5.16.5 wrong number	5.16.5: 1	5.8 sympathy/empathy
5.16.6 long distance	5.16.6: 1/5	
5.16.7 hold	5.16.7: 1/4	60
5.16.8 messages	5.16.8: 1/3-5	
5.1 greet	5.1: 1-3: 5.1: 2/5	
5.5.1 introduce	5.5.1: 1/3/4	St.c
5.5.2 respond to introductions	5.5.2: 1/2	
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MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
STATING THE PURPOSE	er it a set of e	
A. Obtain/transfer factual information	\$ 18.81 LIB-8	
The student will state the purpose of the conversation. When the purpose is receiving or releasing factual information, the student will employ functions:	A R. S. Ne France Na	In stating the purpose of the conversation, the student must have mastered most of the SPEAKING and SPEAKING/LISTENING skill activities.
1.1 identify objects, persons, processes	1.1: all elements	
1.2 state factual information	1.2:	The State Libert Forty Charles and Joseph Control
1.3 seek factual information	1.3;	The state of the state of states and the state of the sta
2.2.1 offer	2.2.1: 3/4/7/8	30 Acesor toget infilts: In as
4.2 request	4.2: 4/8/13/16/17	Tang start I was
6.8 change the topic	6.8: 3-7	The department active about the top open them commonly and
B. Evaluate options	Charles of the contract	The second secon
The student will evaluate options by reporting, expressing, or inquiring about thoughts and opinions. Human thought, reasoning, and opinion will be sought or transmitted by the student using functions:	March Chart on 16281 15, 75, created and provided water processed	This part can be demanding on the student's intellectual skills/capabilities depending on the student's role. The appropriate Rolebook can be useful. Practice is definitely an important part of the instruction.
2.0 intellectual attitudes (all functions)		ACC TABLE FOR LIBERTY SERVICES CONTROL
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12/	2.1.1 agreement is a very high frequency function.
2.1.2 disagreement	2.1.2: 2-5(6/7)*10/13/	
2.2.1 an offer	2.2.1: 1/3/5/7/8/11/14	The last of the la

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10/	
2.2.3 accepting an offer	2.2.3: all elements	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	•
2.3.2 forgetting	2.3.2 1-4/6/10	A THE STATE OF THE
2.4.1 possibility	2.4.1: 1-4/7(8-12)* 13/	THE PROPERTY OF THE PROPERTY O
2.4.2 impossibility	2.4.2: 1/3-5/7-10	where the constant for the test of the party and the second
2.5.1 capability	2.5.1: 1/3/4/6-10	The series of the series and the series of t
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	Sold and the tracket to breken their some that them.
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	2.7.1 Certainty is a high frequency function.
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation	2.8: 1-6/9/11	2.8 Obligation is used with great care with military counter-
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/12	parties.
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/	2.10.2 Affirmation/confirmation is a very high frequency function.
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/	Control of Collection
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MacroSTANDARDS Communicative	MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Ele	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11	awareness on became about	2.11: 1/	1/3-5/1/10	
2.12.1	2.12.1 difficulty	2.12.1: 1-	1-3/5-9/11/12	and the properties of the day to be able to
2.12.2	ease	2.12.2: 1/	1/2/7-11	のでは、 のでは、
2.13	belief/opinion	2.13: 1/	1/2/4-6/9	Company of the compan
C. Assess	C. Assess human reactions	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
The student feels) by us	The student will assess human reactions (the way a person feels) by using functions:	10 20 20 10 10 10 10 10		This part deals not only with emotional attitudes but also requires the student to assess such human reactions.
3.0	Emptional Attitudes (all functions)			Simulation games that represent situations where such assessment must take place can be helpful as an instructional activity.
3.1.1	pleasure/11king	3.1.1: 1/	1/3/4/6-8/10/	Games where cultural elements of the target language are incor- norated can be especially useful.
3.1.2	displeasure/dislike	3.1.2: 1/	1/3/4/6/8/10/	Tone of voice is important in assessing human reactions. Practice
3.2.1	satisfaction	3.2.1: 1-	1-5/8/11	in this area is highly important.
3.2.2	dissatisfaction	3.2.2: 1/	1/2/5-8/10/11	•
3.3.1	fear	3.3.1: 1/	1/2/4/6/7/10/	·
3.3.2	worry	3.3.2: 1/	1/2/4-8	
3.4	hope addressible addressible a	3.4: 1-	1-3/6	
3.5	surprise	3.5: 1/	1/3/4/6/9/13/	
3.6	preference	3.6: 1-	1-5/7/8/10/11	
3.7	intention	3.7: 1-4		California (California California

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C.2-3 ACTUALIZING THE PURPOSE	
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
ACTUALIZING THE PURPOSE	CT ON SUFFICE OF A SUFFICE	
A. Develop the strategy	11-871	
The student will develop a strategy for actualizing the purpose of the conversation. The student develops an outline, checklist, and/or scenario of what the conversation might "look" like. The student will practice his queries, responses, and statements.	S #12 - 1-90 RE-10	This part is the key to this particular communicative activity. During his/her training, the student should be given ample opportunities to practice strategy developed for many different probable situations.
B. Initiate communication		
The student engages in conversation according to his/her strategy using the following functions concerning <u>facts</u> , thoughts, feelings, and actions:	1133,612	The most important instructional activity here is practice.
1.0 Factual Information	9-10 3-10/3-1986-3-10/6	
1.1 identify objects, persons, processes	1.1: all elements	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2(3-9)*10-12/	
2.1.2 disagreement	2.1.2: 2-5(6-7)*10/13/	
2.2.1 an offer	2.2.1: 1/3/5/7/8/11/14	
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10/	
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MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.3 accepting an offer	2.2.3: all elements	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2: 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)*13/	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation	2.8: 1-6/9/11	
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/	
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/	
2.11 awareness	2.11: 1/3-5/7/10	

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ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

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THE PARTY OF THE P	SECTION STREET	COMMENSATIVE POACTION
MacroSTANDARDS	MicroSTANDARDS (Functional Flements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.1 difficulty	2 12 1. 1-3/6 9/11/12	
2.12.2 ease	2 12 2. 1/2/7 11	
,		
2.0 Emotional Attitudes	2.13: 1/2/4-6/9	Special attention should be given to the emptional attitude
		elements as they often represent the most sensitive areas.
5.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/	
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/	
3.2.1 satisfaction	3.2.1: 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/	
3.3.2 worry	3.3.2: 1/2/4-8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/	
3.6 preference	3.6: 1-5/7/8/10/11	•
3.7 intention	3.7: 1-4	
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	women particular and compared (TaML to

SKILL DEVELOPMENT	ELOPHENT	LINGUISTIC	LINGUISTIC NOMEDGES	COMUNICATIVE PRACTICE
MacroSTANDARDS Communicative	MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Ele	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.	3.10.1 importance	3.10.1: 2/3/5	5/2/5	
3.10.	3.10.2 unimportance/indifference	3.10.2: 1	1/2(3/4/6)*	
3.11	anticipation	3.11: 1	1/2/4/5	THE THE SALE OF THE PROPERTY OF SEPTEMBER OF THE SALE
4.0	Getting things done (Swasion)			How suasion is done differs widely according to role, the crident's Rolebook can be very helpful here.
4.1	suggestions	4.1:	1-4/10/11	The student's mastery of the nuances in pronouncing simple
4.2	requests	4.2: 1	1-4/7/13/18/24/	1-4/7/13/18/24/ phrases for different meanings is most important in this part.
4.3	invitations	4.3: 1	25 1/2/4/8/12/13	
4.4	advice	4.4:	1/3/5/8/9	
4.5	warnings	4.5: 1	1-4/7/10-12	
4.6	directions/instructions/commands	4.6: 1	1-3/6	AND ATTEMPT OF PROPERTY OF THE PARTY OF TAXABLE PARTY.
4.7	corrections	4.7: 1	1/2/5/7/9-12	ACTION A SUF TO CATORATERSON ROOFS A SOUTH STANDARD DISCOUNT OF SUFFERENCE AND ACTION OF SUFFERE
C. Commu	C. Communication management			
6.3	refocus and/or adjust communication	6.3: 1	1-3/8/10	COUNTRY WITH WAIT LIGHT TREMINISTER
6.9	control volume	6.5: 1	1/6	SHAWCOTH SPRING
6.7	comment on or inquire about intelligibility	6.7: 1	1/4/9-11	
6.8.1	change topic	6.8.1: 3	3/5-7	0.000 (0.000 (0.000) (0.000) (0.000) (0.000)

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ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-4 CONFIRMING THE RESULTS

MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONFIRMING THE RESULTS A. Report Facts		
The student will report the facts of the conversation to insure understanding of both parties. S/he will use functions:	613 17.00.00 at 8	The student should have a clear understanding of the purpose of this EO. This understanding can be reinforced by examples of result of failure to achieve this EO.
1.1 identify objects, persons, processes	1.1 all elements listed	
1.2 state factual information	1.2	
2.5.1 capability	2.5.1 1/3/4/6-10	
2.5.2 incapability	2.5.2 1/3/4/6-10	array area on worstroppe and so of Aportoga andrested and amanged
4.7 corrections	4.7 2/5/7/11	The state of parties of state assessed to present the state of
B. Report thinking of the other party		
The student reviews the thinking of the other party to insure mutual understanding using functions:	3.77	Some higher level of language ability may be required in the depending on the role the student is to assume in the target
2.0 Intellectual Attitudes (all functions)	2.1.1: 1/14/19	language.
	2.1.2: 1/8/9/12-15	
2.2.1 an offer	2.2.1: 1/2/14-16	THE CONTRACT SOME THE CONTRACT HE SHADE
2.2.2 declining an offer	2.2.2: 1/12/14/15	COMMUNICATIVE SMICHIES
2.2.3 accepting an offer	2.2.3: 1/11/15/16	
2.3.1 remembering	2.3.1: 1/2/11-13	TO TAKE A DESCRIPTION OF THE PARTY OF THE PA

SKILL DEVELOPMENT	LINGUISTIC NOMEDGES COMMINICATIVE PRACTICE	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.2 forgetting	2.3.2: 1/2/10/13	
2.4.1 possibility	2.4.1: 1/4/6/7(8-13)*	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: 1/2/8-11	
2.5.2 incapability	2.5.2: 1-3/10-13	
2.6 need	2.6: 1/2/5/6/8-12	
2.7.1 certainty	2.7.1: 1-3/8-12	
2.7.2 uncertainty	2.7.2: 1-3/7-10	1784) 2° dining 27
2.8 obligation	2.8: 1/3/6/9/11-13	THE UP OF THE TOTAL PROPERTY OF THE PROPERTY O
2.9.1 request for permission	2.9.1: 1/12/13	esalditis (gazaffatet) gerdati, da antroger uz estilit
2.9.2 granting of permission	2.9.2: 1/13/15	
2.9.3 dental of permission	2.9.3: 1/11-13	
2.10.1 denfal	2.10.1: 7/8/11-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4/8/11/12	
2.11 awareness	2.11: 1/2/7-10	
2.12.1 difficulty	2.12.1: 2/4-8/11-13	
2.12.2 ease	2.12.2: 1/2/8-11	(1974) (1974) Section of the properties of the contract of t
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SKILL DEVELOPMENT		
	LINGUISTIC NOMEDGES	COMMICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTAMDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.13 belief/opinion	2.13: 1/6-9	
4.7 corrections	4.7: 1/2/5/7/9-12	
C. Report the feelings of the other party	STATES STATES	
The student will acknowledge verbally the feelings of the other party to confirm his own understanding. S/he will use functions:	STATE STATES	Similar to reporting the thinking (intellectual attitudes) of the other party except this part deals with feelings (emotional attitudes) and thus requires additional sensitivity on the
3.0 Emotional Attitudes	\$1.51 t-30s-to	student's part.
3.1.1 pleasure/11king	3.1.1: 1/2/4/10-14	
3.1.2 displeasure/dislike	3.1.2: 1/2/4/12-16	
3.2.1 satisfaction	3.2.1: 1/2/4/8-11	
3.2.2 dissatisfaction	3.2.2: 1/2/6/8/10/11	
3.3.1 fear	3.3.1: 1-3/10/14	
3.3.2 worry	3.3.2: 1/2/8/10/11	
3.4 hope	3.4: 1/5-7	
3.5 surprise	3.5: 1/2/19-21	
3.6 preference	3.6: 1/2/7/8/10/11	THE PERSON AND THE PE
3.7 Intention	3.7: 1/3-5	
3.8 want	3.8: 1/2/6/10/11	CHARGE CONTRACTOR CONT

MacroSTANDARDS Communicative Activity "TELEPHONES" (Function 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance 3.10.2 u	IC MOUNEDGES TANDARDS onal Elements) 1-3/7/8/10 1-3/9/10/12 1/3-5 1/4/6/10/11	COMMENTS AND ADDITIONAL INFORMATION
Activity "TELEPHONES" oval pproval rrtance portance cipation cipation greement rections	1-3/7/8/10 1-3/7/8/10 1-3/9/10/12 1/3-5 1/4/6/10/11	COMMENTS AND ADDITIONAL INFORMATION
approval 3.9.1: disapproval 3.9.2: importance 3.10.1: anticipation 3.11: agreement 2.1.1: disagreement 2.1.2: corrections 4.7:	1-3/7/8/10 1-3/9/10/12 1/3-5 1/4/6/10/11	
disapproval 3.9.2: importance 3.10.1: unimportance 3.10.2: anticipation 3.11: agreement 2.1.1: disagreement 2.1.2: corrections 4.7:	1-3/9/10/12 1/3-5 1/4/6/10/11	Tribute of Letter incidence at sentitue deposit of the operation
1 Importance 3.10.1: 2 unimportance 3.10.2: 3.11: 3.11: 3.11: 2.1.1: 4.7: 4.7:	1/3-5	
unimportance 3.10.2: anticipation 3.11: agreement 2.1.1: disagreement 2.1.2: corrections 4.7:	1/4/6/10/11	
anticipation 3.11: agreement disagreement 2.1.1: 2.1.2: corrections		
agreement 2.1.1: disagreement 2.1.2: corrections 4.7:	1/5	
.2 disagreement 2.1.2:	1/5/15/16/18	
corrections 4.7:	1/2/13/14	
	2/5/7/11	
D. Report actions to be taken		
The student will state the actions, operations, or plans that will be initiated as a result of the conversation. S/he will use functions:		This part deals mainly with information so the chief concern is accuracy.
1.1 identify objects, persons, processes	all elements	
1.2 state factual information 1.2:	200	
2.1.1 agreement 2.1.1: 6	8/11-15/18	
2.1.2 disagreement 2.1.2: 2	2/4/5/10/13/15	CONTROL OF THE CONTRO
4.7 corrections 4.7:	2/5/7/11	
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ENABLING OBJECTIVE C.2-5 CLOSING

MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroST (Functio	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CLOSING			
A. Inquire about further concerns			
Prior to ending a conversation the student will check to see that all concerns, issues, or ideas have been covered. S/he will accomplish this using functions:			MEDIONACIONAL MANAGEMENT DE LA COMPANIONACIÓN DE LA
1.3 seek factual information	1.3:	all elements	AND DESCRIPTION OF THE PROPERTY OF THE PROPERT
2.6 need	2.6:	1/5/6/10/11	
2.3.1 remembering	2.3.1:	2/9/11	
2.3.2 forgetting	2.3.2:	1/5/16	
3.3.1 fear	3.3.1:	1/4/14	
3.3.2 worry	3.3.2:	1/5/1/8	
3.8 want	3.8:	1/5/6	
3.10 importance	3.10:	1/3/5	
B. Close		9700100	
The student will cose the conversation after all concerns have been aired or dealt with. He shall use the following functions:		9718/8/1/2 (engl	Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a telephone conversation under different circumstances.
5.10 gratitude	5.10:	1/2/5-1/11	
5.16.9 end conversation	5.16.9:	3-8	
5,16.10 take leave	5.16.10:	all elements listed	

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DETERMINING THE PURPOSE	
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE ,-
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DETERMINING THE PURPOSE	Passive aural mastery	
A. Meet with Responsible Party (RP)		
The student will hold a meeting with someone acting as the Responsible Party to determine the precise purpose of the event s/he will facilitate.	is required. Active oral mastery of the elements listed below is required.	This objective is a prerequisite for determining the upcoming language needs of the facilitator.
The student will interview the RP for determining:	- (
• priorities		
• operational strategies		
• intended outcomes		
B. Brief the RP on key factors		
The student will brief the RP on the key factors in the environment surrounding the upcoming event. S/he will describe:		
 the physical location and layout 		
 cultural, social, and job orientations of key personnel 		
 the language (English) abilities of the participants 		Statement of the safety field for short age.
 the target language ability of the facilitator (the student) 		ANTHORITY, SPECIFF
 any anecdotal or biographical information necessary 		Collection
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MacrosTANDARDS Communicative Activity "FACILITATES" • existing constraints (security, on-going negotiations, and other special factors) C. Recommend a communicative strategy The student will recommend a communicative strategy to the RP for the event. This strategy will be based on the four (4) functional categories of: 1.0 Factual Information 2.0 Intellectual Attitudes 3.0 Emotional Attitudes	ES COMMENTS AND ADDITIONAL INFORMATION 145)
ctivity "FACILITATES" al technical information nstraints (security, on-going negotia- other special factors) communicative strategy recommend a communicative strategy to the This strategy will be based on the four itegories of: al Information lectual Attitudes onal Attitudes	9 _
any additional technical information existing constraints (security, on-going negotiations, and other special factors) C. Recommend a communicative strategy The student will recommend a communicative strategy to the RP for the event. This strategy will be based on the four (4) functional categories of: 1.0 Factual Information 2.0 Intellectual Attitudes 3.0 Emotional Attitudes	
existing constraints (security, on-going negotiations, and other special factors) C. Recommend a communicative strategy The student will recommend a communicative strategy to the RP for the event. This strategy will be based on the four (4) functional categories of: 1.0 Factual Information 2.0 Intellectual Attitudes 3.0 Emotional Attitudes	
C. Recommend a communicative strategy The student will recommend a communicative strategy to the RP for the event. This strategy will be based on the four (4) functional categories of: 1.0 Factual Information 2.0 Intellectual Attitudes 3.0 Emotional Attitudes	
The student will recommend a communicative strategy to the RP for the event. This strategy will be based on the four (4) functional categories of: 1.0 Factual Information 2.0 Intellectual Attitudes 3.0 Emotional Attitudes	
4.0 Getting things done (Suasion)	
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ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUTATION	INTERCOMMUNICATION	SPANISH) FAGE 1 OF 3
SKILL DEVELOPMENT	LINGUISTIC KNOMLEDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
FACILITATING THE INTERCOMMUNICATION	0.717	
A. Follow established protocol		
The student will follow established protocol. (These are given to the student prior to the "FACILITATES" practice.)		
B. Carry out special requests of the RP		
The student will gather, organize, and complete arrangements based on special requests of the RP.		
C. Facilitate social interaction/monitor the effectiveness of communication		
The student will facilitate social interaction and monitor the effectiveness of communication using the following functions:	administration of the	
5.1 greet	5.1: 5,1.1: 3	ABRICA OF TATE OF SOME THE STATE OF SOME THE STA
5.3 open conversation/engage in small talk	5.3: 5.3.1: 3/4	WE'S AS LIKELIAND SHOW THE REPORT OF COMPANY OF THE RESTORED OF THE PROPERTY O
5.5.1 introduce	5.5.1: 1/3/5/6/10	Control of the Cabon Wern and Address of the Cabon Control of the Cabon
5.5.2 respond to introductions	5.5.2: 1/4/6	
5.10 gratitude	5.10: 1/2/6	CONNECTOR OF BEACH CONTRACTOR
6.1.1 interrupt	6.1.1: 3/6/10/11	CONTROLLE SENCENCE
6.7 comment on or inquire about intelligibility	6.7: 1/2/5	
6.10 request or offer translation/explanation/	6,10: 1/4	1. No. 12. SEES (1. 14. EAST-OFF) Interdestructions of the 2. In t

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ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMINICATION	

SKILL DEVELOPMENT	LINGUIS	LINGUISTIC KNOMLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	Micro (Funct	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
D. Report/inquire as required			
The student will employ the intercommunications strategy as required. S/he will report or inquire using the following functions:			The facilitator will also report on a variety of social rituals and will often engage in greetings and introductions. In the process of relaying communication, the facilitator will rely process.
1.0 Factual Information			6.7 comment on or inquire about intelligibility, and 6.10 request
1.1 identify objects, persons, processes	1.1:	all elements	or offer translation/explanation/clarification.
1.2 state factual information	1.2:	Day :	
1.3 seek factual information	1.3:		
2.0 Intellectual Attitudes			
2.1.1 agreement	2.1.19	1/6/10/13/14/	
2.1.2 disagreement	2.1.2:	1/10/14/15	
2.2.1 an offer	2.2.1:	1-3/6-8/14-16	
2.2.2 declining an offer	2.2.2:	1/2/5/12-15	
2.2.3 accepting an offer	2.2.3:	1/2/4/11-15	
2.3.1 remembering	2.3.1:	1-3/6/11-13	
2.3.2 forgetting	2.3.2:	1-4/10/13	
2.4.1 possibility	2.4.1:	1/2/6/11/15-19	
2.4.2 impossibility	2.4.2:	1-3/9-11	

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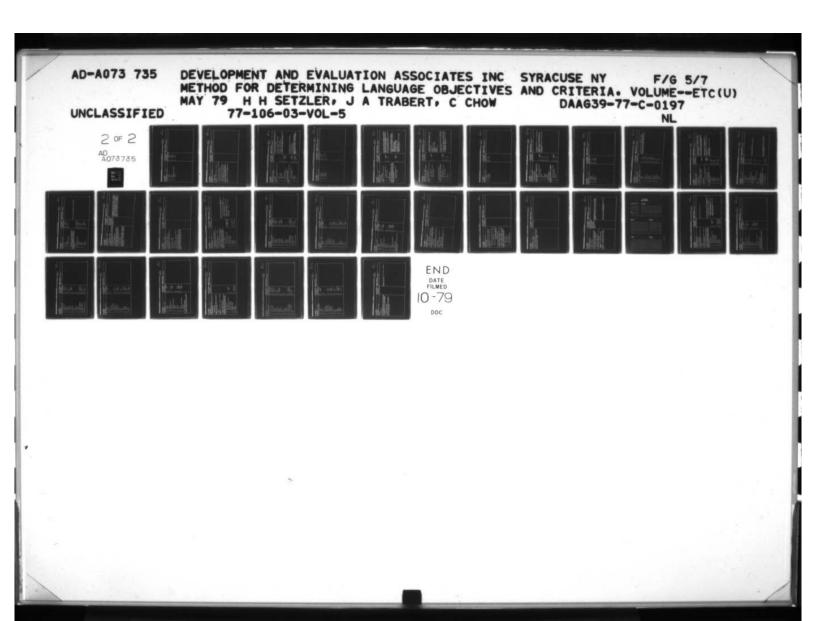
These objectives demand a great deal of work from the instructional developer and the teacher. The activities have elements of simulation, simultaneous translation, and diplomacy. Result-oriented simulations, a supportive learning environment, post-performance feedback stressing strengths and weaknesses, and plenty of practice are called for. Video replay equipment for post-performance feedback should greatly increase efficiency in learning this skill. COMMENTS AND ADDITIONAL INFORMATION COMUNICATIVE PRACTICE 1/2/4/5/7/8/12/ 1/2/4/8/10/12/ MicroSTANDARDS (Functional Elements) LINGUISTIC KNOMLEDGES 1-5/10/12/13 2/3/5/6/9-12 1/4/5/11/12 1-3/11-13 1/2/10/11 1/3/4/6-9 1-4/10-14 1-5/8-12 1-4/6-10 1-3/7-10 1-4/8-11 1/11-15 1/13-15 1/11-13 2.10.1: 2.10.2: 2.12.1; 2.12.2; 3.1.1: 2.9.1: 2.6.2: 2.5.2: 2.7.2: 2.9.3: 2.11: 2.13; 2.6: 2.8: "FACILITATES" affirmation/confirmation request for permission granting of permission denial of permission Emotional Attitudes pleasure/liking belief/opinion MacroSTANDARDS Communicative Activity incapability uncertainty obligation capability difficulty awareness certainty 2.10.1 denial need ease SKILL DEVELOPMENT 2.12.2 2.10.2 2.12.1 2.5.1 3.1.1 2.5.2 2.6.2 2.9.3 2.7.1 2.7.2 2.9.1 2.11 2.13 5.6 2.8 3.0

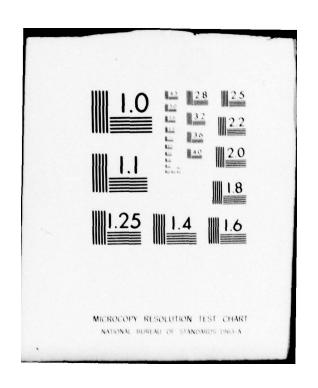
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ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMUNICATION	
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MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.1.2 displeasure/dislike	3.1.2: 1-3/4/13-16	
3.2.1 satisfaction	3.2.1: 1/2/8-11	
3.2.2 dissatisfaction	3.2.2: 1/2/8-11	
3.3.1 fear	3.3.1: 1/2/10-15	
3.3.2 worry	3.3.2: 1/2/5/8-11	
3.4 hope	3.4: 1/3/6-8	
3.5 surprise	3.5: 1-3/6-8	
3.6 preference	3.6: 1-3/7-11	
3.7 intention	3.7: 1-5	
3.8 want	3.8: 1/2/5-11	
3.9.1 approval	3.9.1: 1/2/7-10	
3.9.2 disapproval	3.9.2: 1/2/9-12	
3.10.1 importance	3.10.1: 1/3-6	
3.10.2 unimportance/indifference	3.10.2: 1/4/10/11	
3.11 anticipation	3.11: 1/5	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: 1/5/6/10-12	





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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE	
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
4.2 requests	4.2: 1/4/5/13/15/24-		
4.3 invitations	4.3: 1/14/15		
4.4 advice	4.4: 1/6/9/10		
4.5 warnings	4.5: 1/2/9/12/13		
4.6 directions/instructions/commands	4.6: 1/6/7		
4.7 corrections	4.7: 1/7/10-12		
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ENABLING OBJECTIVE C.6-3 FOLLOWING-UP

SKILL DEVELOPMENT	LINGUISTIC NONLEDGES	COPUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTAMDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
FOLLOWING-UP		
A. Debrief with the RP		
The student will debrief with the RP. The student will report all:		
eactions to be taken (as understood by the counterpart)		
eopinions expressed by the counterpart		
efeelings verbally expressed by the counterpart		
efactual information given and received by the RP		
8. Carry out immediate actions requested by the RP		
The student will write down, implement, and oversee the completion of all actions requested by the RP.		
The student will write a FACILITATING SUPPARY REPORT for his files.		
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ENABLING DEJECTIVE S. 3-1 STATING THE PROBLEM (NEED OR REASON)	۱	
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SKILL DEVELOPMENT	LINGUISTIC KNOMLEDGES	COMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
STATING THE PROBLEM (NEED OR REASON)		If the briefing is classified, a routine statement should be written for the student to memorize.
A. Gain attention		
The student will use the language to gain the listeners' attention by using functions:		The student must have control of such phrases as:
5.1 greet	5.1: 1/3	"May I have your attention, please.
5.5.1 introduce (oneself)	5.5.1: 1-4	The student will use the amendate Rolebook to emilov phraces
3.7 express intention	3.7: 2	that establishes his/her intended sytle or register.
6.1.1 interrupt	6.1.1: 3/5-7/11-13	
6.2 sequence communication	6.2: all elements	
6.3 refocus or adjust communication	6.3:	
b. Clarify/state the problem/purpose		
The student will be able to state any problem by using functions:		The student must have a facility with such phrases as:
1.1 identify objects, persons, processes	1.1: all elements	withing to the named as before us."
1.2 state factual information	1.2;	The canability to main attention and state problems or
2.1.1 agreement	2.1.1: 1/2/5/6/9/11/	objectives is used in some form in a variety of SPEAKING and objectives is used in some form in a variety of SPEAKING and objectives. It should be thoroughly
2.1.2 disagreement	2.1.2: 1/4/5/10/13	
2.6 need	2.6: 1-7	The second secon
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ENABLING OBJECTIVE 5.3-1 STATING THE PROBLEM (NEED OR REASON)

SKILL DEVELOPMENT	LINGUISTIC NOM EDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COPPENTS AND ADDITIONAL INFORMATION
2.7.1 certainty	2.7.1: 1/2/4/5/8	The second secon
2.7.2 uncertainty	2.7.2: 1/2/4/7	the uncommon depth of the Park Toric of page Trans Jerosoft with
2.11 awareness	2.11: 1-4	
2.8 obligation	2.8; 1/3/6/8-10	
3.10.1 importance	3.10.1: 3	
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ENABLING OBJECTIVE 5.3-2 INTRODUCING KEY TERMS

SKILL DEVELOPHENT	LINGUISTIC MONLEUGES	CUPILITY MACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING KEY TERMS		
A. Define required terms		The state of the s
The student will define the required terms using functions:		This is a most critical set of communicative acts with respect to description and explanation. The process of transmitting fortunal information a factual assessment than consider to
1.1 identify object, persons, processes	1.1: all elements	listener involving new information conceptually is a necessary laarning step in job-oriented communication.
1.2 state factual information	1.2:	This may be best approached by helping the student develop a
2.6 need	2.6: 1-3/6	skill for presenting and teaching concepts.
B. Provide special definitions		
The student will provide special definitions for terms, labels, concepts by stating verbal definitions, giving examples, giving non-examples, providing comparisons and	The state of the s	**************************************
contrasts, and identifying characteristics of the concept. The student will use functions:		*provide a verbal definition *give examples of the concept
1.1 identify objects, persons, processes	1.1: all elements	*give non-examples of the concept *provide comparisons and contrasts
1.2 state factual information	1.2:	The student must have a facility with: *if, then constructions *comparative degree constructions using like, similar, opposite of, as as, etc.
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S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION	
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MARLING OBJECTIVE 5.3-3 REP	
NABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORM	

MacroSTANDARDS Communicative Activity "BRIEFS"	Micro (Funct	MicroSTANDARDS (Functional Elements)	COPPLENTS AND ADDITIONAL INFORMATION
REPORTING FINDINGS AND/OR BACKGROUND INFORMATION		185.59	
A. Order events chronologically			AT LONG AT THE LONG THE PARTY OF THE PARTY O
The student will order events according to time by using functions:			The student will identify the order as time-based. S/he must have a capability of employing statements of time such as the following:
6.2 sequence communication	6.2:	all elements	"On July 4th 1976."
1.1 identify objects, persons, processes	1.1:		"On Monday" "At a fee of a lock on Timeday"
1.2 state factual information	1.2:	7-746	"After that" "The out thing that handened"
	A.		The next day" "Next week"
			"Last year" "Two days from now"
B. Order events according to significance			
The student will order information according to importance or significance using the following functions:			The student will identify the ordering as significance-based. For example, "We shall take up four points in order of their
6.2 sequence communication	6.2:	all elements	impact on this project. The ctident must learn to develop significance-based orderings
1.1 identify objects, persons, processes	1.1;		in a variety of ways. Orderings can be according to impact,
1.2 state factual information	1.2:	•	* If the briefing is a decision briefing, the student will
2.6 need	2.6:	1-5/2	control too seem to the seem t
2.8 obligation	2.8:	1/6	

ENABLING OBJECTIVE 5.3-3 REPORTING FINDINGS AND/OR BALKGROUND INFORMALION	IUINGS AND/UK BACKBRUUNU INT	SPANISH
SKILL DEVELOPMENT	LINGUISTIC KNOW EDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance 3.10.2 unimportance	3.10.1: 1/3 3.10.2: 1/4/8 2.13: 1-3/5	
	3-1 - 3-1 - 3-3	
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Higher (Functional Elements) [1.1: all elements 1.2: 1.4/6 2.5.1: 1-4/6 3.2.1: 3-5 3.6: 1-6 3.9.1: 2-4/6 3.9.1: 2-4/6 1.2: 11.5:	SKILL DEVELOPMENT	LINGUISTIC NONLEDGES	COMUNICATIVE PRACTICE
the 1.1: all elements 1.2: listed 2.5.1: 1-4/6 2.6: 1-7 3.2.1: 3-5 3.6: 1-6 3.9.1: 2-4/6 1.1: all elements 1.2: listed 1.2:	MacroSTANDARDS Communicative Activity "BRIEFS"		COMMENTS AND ADDITIONAL INFORMATION
ort that alternative that s/he first. The student will use the first. The student will use the y objects, persons, processes 1.1: all elements 1.2: listed 1.2: listed 1.2: listed 1.3: listed 1.4/6 2.5.1: l-4/6 2.6: l-7 3.2.1: 3-5 1.6 1.6 1.7 1.8 1.9.1: 2-4/6 1.9 1.9 1.9 1.9 1.1: all elements 1.1: all elements 1.2: listed 1.2: listed 1.2: listed	LISTING ALTERNATIVE SOLUTIONS		
1.1: all elements 1.2: listed 2.5.1: 1-4/6 2.6: 1-7 3.2.1: 3-5 3.6: 1-6 3.9.1: 2-4/6 1.1: all elements 1.2: listed 1.2:	A. Report optimal alternative		
1.1: all elements 1.2: 2.5.1: 1-4/6 2.6: 1-7 3.2.1: 3-5 3.6: 1-6 3.9.1: 2-4/6 1.1: all elements 1.2: 1.2:	The student will report that alternative that s/he intends to recommend first. The student will use the following functions:	·	Briefings do not save the best for last. The optimal solution is given first.
1.2: 2.5.1: 1-4/6 2.6: 1-7 3.2.1: 3-5 3.6: 1-6 3.9.1: 2-4/6 1.1: all elements 1.2: 1.2:			identified. For example, "I have identified four possible alternatives. First,"
2.6: 1-7 3.2.1: 3-5 3.6: 1-6 3.9.1: 2-4/6 1.1: all elements 1.2: 1.2:		-	When giving alternatives always lay out the pros and cons for each alternative.
3.2.1; 3.6; 3.9.1; 1.1; 1.2;			
3.6: 3.9.1; 1.1; 1.2;			
3.9.1: 1.1: 1.2:			
11. 2. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.			
11.2:			
identify objects, persons, processes 1.1: state factual information 1.2:	he student will report each alternative including apabilities and incapabilities. The student will se functions:	Established Francisco	
state factual information 1.2:			
Capability (2.9.1)	2.5.1 capability	2.5.1: 1/3/6	

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SKILL DEVELOPIENT	LINGUISTIC MOMEDGES	COPPLINICATIVE PRACTICE	
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
2.5.2 incapability 3.2.1 satisfaction	2.5.2: 1/4/7		
	3.2.2: 1/2/5-7		
3.9.1 approval			
3.9.2 disapproval	3.9.2: 1-3/5/6/8		
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ENABLING OBJECTIVE 5.3-5 RECOMENDING REQUIRED ACTIONS

SKILL DEVELOPMENT	LINGUISTIC NOOM.EDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
RECOMMENDING REQUIRED ACTIONS		
The student will recommend required actions, decisions, input. The student will use functions:		The student may also use 3.10.1 importance occasionally.
4.1 suggests	4.1: 3/4/6/7	There may be times when the briefer is directly requesting permission to carry out the recommendations personally. This
4.4 advise	4.4: 3/5/7/8	can be expressed using function 2.9.1 request for permission
4.5 warn	4.5: 1-4/7/10/11	
2.4.1 possibility	2.4.1: 1-5/13	
2.4.2 impossibility	2.4.2: 1-4/6/8	
2.5.1 capability	2.5.1: 1/3/4/6	
2.5.2 incapability	2.5.2: 1/4/6/7	
2.12.1 difficulty	2.12.1: 1/2/4/6-9/11	
2.12.2 ease	2.12.2: 1/2/6-8	
2.13 belief/opinion	2.13: 1/2/4/5	
3.2.1 satisfaction	3.2.1: 1-4	
3.2.2 dissatisfaction	3.2.2: 1/2/5-7	
3.11 anticipation	3.11: 1/2	
4.7 correction	4.7: 2/5/6-9	

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ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		This EO is common to "RRIFFS" "DEMONSTRATES", and "TEACHES".
A. Encourage questions		Consequently, mastery of providing communicative guidance is
The student will encourage questions during, after, or during and after the presentation. S/he will use:		A number of "human skills" are at play in providing guidance.
6.9 request questions and/or comments	6.9: all elements	ror special use of style or modo, the student should develop some of his language from the appropriate Rolebook.
B. Answer questions	The second	
The student will answer factual questions using functions:		Answering factual questions may require some or all of the
1.1 identify objects, persons, processes	1.1: all elements	strategies employed in 5.3-Z inikoboting ker iems5.
1.2 state factual information	1.2: all elements	th thought and opinion questions, introductory primases should be learned such as:
The student will answer questions requiring the expression of thoughts or opinions by using:	200	"It is possible that" "We found it can be done for the following reasons."
2.4.1 possibility	2.4.1: 2/3(6-13)*	"Inat's a good question."
2.4.2 impossibility	2.4.2: 3/4/8	
2.5.1 capability	2.5.1: 3/6/7	
2.5.2 incapability	2.5.2: 4-7	
2.7.1 certainty	2.7.1: 4-6/8	
2.7.2 uncertainty	2.7.2: 4-7	
2.12.1 difficulty	2.12.1: 1/2/4/6-11	
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^{*}at least two of the elements in ()

ENABLING OBJECTIVE S.3-6 PROVIDING COMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS".	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12,2: 2/6-8	
2.13 belief/opinion	2.13: 2-5	
3.5 surprise	3.5: 3-5/8	"Lindbalenes Sang a 2°2357"
3.9.1 approval	3.9.1: 3/4/6	THE ADMINISTRATION OF SOME AND THE THE WINDOWS SERVICES
3.10.1 importance	3.10.1: 2/3	the speciment and
3.10.2 unimportance/indifference	3.10.2: 2-4/8/9	"Thank you for your attention." "Your input on this matter is sincerely appreciated."
C. Monitor presentation		The Manual States of Carlot and Contract and
6.4 control speed	6.4: 1/4	
6.5 control volume	6.5: 1/4	and the second state section and an inequal state for any
6.7 inquire about intelligibility	6.7: 2/3/7	
D. Close		
5.10 gratitude	5.10: 1/2/6	
E. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:	The state of the s	This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and
3.1.1 pleasure/liking	3.1.1: 1/2/10/11	know leage of the audience.
3.1.2 displeasure/disliking	3.1.2: 1/2/13/14	
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.3.1 fear	3.3.1: 1/11/13	
3.3.2 worry	3.3.2: 1/2/7/8/10	
3.10.1 importance	3,10.1: 1/4-6	
3.10.2 unimportance/indifference	3.10.2: 1/10	
F. Provide supportive correction; recommend; caution	i.	
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
2.10.1 denial	2.10.1: 1/3/5/11/12	The state of the s
2.10.2 affirmation/confirmation	2.10.2: 1/3/4/6/8-10	The second secon
3.2.1 satisfaction	3.2.1: 3/4/6	
4.1 suggests	4.1: 3/4/6-8	
4.2 requests	4.2: 4-6	
4.4 advice	4.4: 2/3/7/9	COMMENS THE MAN TO COME STRONG LITTLE COMMENS TO COMMENS THE COMME
4.5 warnings	4.5: 3/4/6/9/11	Charles Charles are an
4.7 corrections	4.7: 2/5/7	
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ENABLING OBJECTIVE S. 3-6 PROVIDING COMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT	LINGUISTIC NOMEDGES	COMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
A. State the reason for reviewing A. State the reason for reviewing The student will construct a personal reviewing worksheet for the activity. The first step is to state the reason(s) for the activity. The first step is to state the reason(s) for doing the review. This rationale will be put at the top of the review worksheet. B. Determine the document purpose The student will determine the purpose of the document (why it was written). S/he will read and translate the title, translate the abstract (if available), and read the first and last section of the document, making notes of purpose-oriented information. C. Write initial summary The student will write an initial summary of the document's purpose and put it on his/her worksheet. The student will be able to compare this initial summary with his/her final summary in order to "estimate" his/her own understanding of the document.	Only passive mastery of functions is required. Additional elements not listed in the catalog but common in written material may be required.	This communicative activity requires little to no SPEAKING or SPEAKING/LISTENING skills. What is required is a high level of competence in the READING and WRITING skills. The student should practice the construction and use of various reviewing worksheets in order to gain mastery in this communicative activity. The student should master skills in summation, drawing conclusions and comparisons of widely divergent information in order to satisfactorily carry out this communicative activity.
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MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEVELOP AN ORGANIZATIONAL SCHEME FOR THE REVIEW		The control of the co
A. Determine the document organization		
The student will determine the organization of the document by reading and extracting the document's outline. This can be done by:		A STATE OF SAME AND STATE OF S
Copying the table of contents		
Oranslating titles of chapters		
eTranslating headings		a transfer and analysis of the contract of the
Olranslating sections or paragraph topic sentences		
B. Develop the organization for the Review		
The student will construct an organization in the form of an outline. The organization must be based on the purpose of the review and not on the internal organization of the document itself. Often these two organizations will be the same.		
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ENABLING OBJECTIVE R.1.2 DEVELOP AN ORGANIZATIONAL SCHEME FOR THE REVIEW

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MacroSTANDARDS Communicative Activity "REVIEWS"		
-7	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
EXTRACTING INFORMATION		
A. Read document and underline or highlight data		
The student will read the document underlining or high- lighting meaningful data.		
The student will place each datum in it's appropriate section of the review organization.		
B. Determine the functional environment for each datum		
The student will determine the functional environment for each datum at the time of its entry into the review		This is the key part for this particular communicative activity. The student should master skills in the following areas:
organization. The functional environment indicates the "validity" of the information uncovered. The functional		1. discrimination between fractional categories
environment will be one or more of the following:		2. knowledge of the written target language in picking out
1.0 Factual Information		
1.1 identify objects, persons, process	1.1-all elements listed	 grasp of the target culture in detecting emotional undertones in written bassages
1.2 state factual information	1.3-all elements listed	A communation of complex information in an accurate and
1.3 seek factual information		
2.0 Intellectual Attitudes		
2.1.1 agreement 2.	2.1.1:1/2/7-11/13/14/19	
2.1.2 disagreement	2.1.2:1/3-5/7/10-15	
2,2,1 an offer 2.3	2.2.1:1/2/4/6-8/10/14-16	

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ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

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ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION	ı	
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	2.11: all elements listed	
2.12.1 difficulty	2.12.1:	
2.12.2 ease	2.12.2: "	
2.13 belief/opinion	2.13:	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1-4/10-13	
3.1.2 displeasure/dislike	3.1.2: 1-4/12-16	
3.2.1 satisfaction	3.2.1: 1-5/8-11	
3.2.2 dissatisfaction	3.2.2: all elements	
3.3.1 fear	3.3.1:	
3.3.2 worry	3.3.2: 1-6/8/11	
3.4 hope	3.4: 1/3-8	
3.5 surprise	3.5: 1-5/7/8/19-21	
3.6 preference	3.6: all elements	
3.7 intention	3.7:	
3.8 want	3.8: 1/2/4-11	Chemical Segment of
3.9.1 approval	3.9.1: all elements	Control of the contro

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	SPANISH
	ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	19
3.9.2 disapproval	3.9.2: all elements listed		
3.10.1 importance	3.10.1: "		
3.10.2 unimportance/indifference	3.10.2: 1-4/8-11		
3.11 anticipation	3.11: all elements listed		
4.0 Getting things done (Suasion)			
4.1 suggestions	4.1:		
4.2 requests	4.2:		
4.3 invitations	4.3: 1-9/14/15		
4.4 advice	4.4: all elements		
4.5 warnings	4.5: 1-7/9-13		
.4.6 directions/instructions/commands	4.6: all elements		
4.7 corrections	4.7:		
C. List functional environment	10 10 10 10 10 10 10 10 10 10 10 10 10 1		
The student will note beside each datum its one or more functional environments.		CONTRACTOR AND SERVICE AND SERVICE SER	
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ENABLING OBJECTIVE R.1-5 CONSTRUCTING THE REVIEW REPORT	

SKILL DEVELOPMENT	LINGUISTIC NOMEDGES	COMMICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONSTRUCTING THE REVIEW REPORT		
A. Compare in-depth information with initial summary		
The student will compare the in-depth review with his/her initial summary (part of R.1-1). The student will compare the list of expected findings with the actual findings.		
B. Write final summary	Section 18 de la constitución de	
The student will write the final summary focusing on the reasons/purpose of the review (see R.1-1: A. and B.).		
C. Make conclusions		
The student will draw conclusions either based on, or supported by, the final summary.		
D. Recommend courses of action		
The student will write recommended actions based on his/her conclusions and turn in the review report.	Statement of the statement	
	Separation of the control of the con	Constitution State State September 1981 Strategies
	CONSTRUCTION OF STREET	CD sear I CAS DES AGAINST THE SEASON OF THE
		The state of the s

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SKILL DEVELOPMENT	LINGUISTIC NOMEDGES	COMMUNICATIVE PRACTICE	
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
SEARCHING FOR EVIDENCE			
A. Read supplemental, conflicting or confirming data			
The student will read or re-read for additional data. These sata can be:			
Confirming datadata that supports initial findings			
Conflicting datadata that negates initial findings or impressions			
Supplemental datadata that enhances, clarifies, provides examples, or permits ease of interpretation of the main point			
B. Place additional data beside initial data			
The student will place the additional data beside the data and functional environments it augments.			
C. Determine the functional environment for each datum			
The student will determine the functional category or categories in which the additional data is found. The functions will be one or more of the following:			
1.0 Factual Information		ASSESSED LAGUE BODE ON LYCHNOLOGY	
2.0 Intellectual Attitudes	Theory days, variotizate	California NAS ASSESSE	
3.0 Emotional Attitudes		Carrie	
4.0 Getting things done (Suasion)		The second secon	からいる

ENABLING OBJECTIVE R.1-4 SEARCHING FOR EVIDENCE

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R.1-4 SEARCHING FOR EVIDENCE	
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SKILL DEVELOPER	LINGUISTIC MONLEDGES	COMMICATIVE PRACTICE	
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
D. List each functional environment The student will list each functional environment for the additional data in the appropriate section of the outline beside the data themseives. Each datum will be labeled as Supplemental, Conflicting, or Confirming.			
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		distributed that identified their ground	
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SKILL DEVELOPMENT	LINGUISTIC NONLEDGES	COMMICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTAMDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DETERMINING INFORMATION NEEDS A. Prespecify items or data The student will write out all information needs before scanning the document, correspondence, or other print source. S/he will construct a probable or expected form of the data that supplies the information.	Only passive mastery of functions is required. Additional elements not listed in the catalog but common in written material may be required.	This communicative activity requires little to no SPEAKING or SPEAKING/LISTENING skills. What is required is a high level of competence in the READING, and to a lesser degree, MRITING skills.
8. Prespecify general information areas The student will write out the general areas or topics of information expected in the document. C. List prespecified information needs on SCANNING NORKSHEET The student will list the specific and general expected information on the SCANNING WORKSHEET prior to scanning the document.		Practice in the use of the SCAMMING WORKSHEET should constitute the major portion of the instructional activity.
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ENABLING OBJECTIVE R.2-1 DETERMING INFORMATION

SCANNER WORKSHEET

DOCUMENT DESCRIPTIONS	Prespecified info need			
				73
Date:	19 - 19 - 19 - 19 - 19 - 19 - 19 - 19 -	127		
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		# # # # # # # # # # # # # # # # # # #		
dditional		Functional		
data		environment		
			105 15	10

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
SCANNING FOR PRESPECIFIED DATA		
A. Underline or highlight data		
The student will peruse the document quickly underlining or highlighting expected data.		Speed reading skills may be useful here.
B. List data		
The student will transfer the highlighted or underlined data onto the SCANNING WORKSHEET.		
C. Determine the functional environment for each datum		
The student will inspect the sentence in which each datum is found. S/he will determine the functional category for		This is the key part for this particular communicative activity. The student should master skills in the following areas:
each sentence. The functional categories will be one or more of the following:		 discrimination between functional categories
1.0 Factual Information		knowledge of the written target language in picking out nuances of different meanings
1.1 identify objects, persons, processes	1.1: all elements	3 grass of the target culture in detecting emotional
1.2 state factual information	1.2:	
1.3 seek factual information	1.3:	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2/7-11/13/14/	
2.1.2 disagreement	2.1.2: 1/3-5/7/10-15	
2.2.1 an offer	2.2.1: 1/2/4/6-8/10/14- 16	

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ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

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ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

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COMMENTS AND ADDITIONAL INFORMATION LINGUISTIC KNOMLEDGES COMMUNICATIVE PRACTICE MicroSTANDARDS (Functional Elements) all elements listed 1-7/9-13 all elements listed 3.9.2: all elements listed 3.11: all elements listed 1-9/14/15 3.10.2: 1-4/8-11 3.10.1: 4.1: 4.3: 4.6: 4.4: 4.5: 4.2: The student will note beside each datum on the SCANNING WORKSHEET the function(s) used to present the datum. directions/instructions/commands Getting things done (Suasion) 3.10.2 unimportance/indifference List each functional environment "SCANS" MacroSTANDARDS Communicative Activity anticipation suggestions invitations corrections 3.9.2 disapproval 3.10.1 importance requests Marnings advice SKILL DEVELOPMENT 3.11 4.0 4.1 4.7 4.3 4.5 4.4 4.2 4.6 0

SKILL DEVELOPMENT	LINGUISTIC NOMEDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3 accepting an offer	2.2.3: 1/2/4/5/7/9/11-	
2.3.1 remembering	2.3.1: 1-3/9-11/13	
2.3.2 forgetting	2.3.2: 1-5/10/13	
2.4.1 possibility	2.4.1: 1-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: all elements listed	
2.5.2 incapability	2.5.2:	
2.6 need	2.6:	
2.7.1 certainty	2.7.1:	
2.7.2 uncertainty	2.7.2	
2.8 obligation	2.8:	
2.9.1 request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2 granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3 denial of permission	2.9.3: 1/2/4-13	
2.10.1 denfal	2.10.1: 1-15	Michigane Machining and colleging
2.10.2 affirmation/confirmation	2.10.2: 1/4-8/10-12	The state of the s
		Car professional Control of the Cont

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ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

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SKILL DEVELOPMENT	LINGUISTIC MONLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11 awareness	2.11: all elements	
2.12.1 difficulty	2.12.1: "sted	
2.12.2 ease	2.12.2:	
2.13 belief/opinion	2.13:	
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1-4/10-13	
3.1.2 displeasure/dislike	3.1.2: 1-4/12/16	
3.2.1 satisfaction	3.2.1: 1-5/8-11	
3.2.2 dissatisfaction	3.2.2: all elements	
3.3.1 fear	3.3.1:	
3.3.2 worry	3.3.2: 1-6/8/11	
3.4 hope	3.4: 1/3-8	
3.5 surprise	3.5: 1-5/7/8/19-21	
3.6 preference	3.6: all elements	
3.7 intention	3.7:	
3.8 want	3.8: 1/2/4-11	TO THE DIE CHARTETERS ON THE STREET
3.9.1 approval	3.9.1: all elements	

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ENABLING OBJECTIVE 8.2-3 SCANNING FOR ADDITIONAL DATA

MacroSTANDARDS MicroS Communicative Activity "SCANS" (Functionationationation) 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference 3.10.2 unimportance/indifference 3.11 anticipation	MicroSTANDARDS (Functional Elements) 3.9.1 all elements 3.9.2: "	COMMENTS AND ADDITIONAL INFORMATION
approval	all elements listed " 1-4/8-11 all elements listed	
disapproval 1 importance 2.9.2: 3.10.1: anticipation 3.9.2: 3.10.2:	1-4/8-11 all elements listed	
.1 importance .2 unimportance/indifference 3.10.2: anticipation 3.11:	1-4/8-11 all elements ifsted	
.2 unimportance/indifference 3.10.2: anticipation 3.11:	1-4/8-11 all elements listed	
anticipation 3.11:	all elements listed	
	Isted	
4.0 Getting things done (Suasion)		
4.1 suggestions 4.1:	•	
4.2 requests 4.2:	•	
4.3 invitations 4.3:	1-9/14/15	
4.4 advice 4.4:	all elements	
4.5 warmings 4.5:	1-7/9-13	
4.6 directions/instructions/commands 4.6	all elements	
4.7 corrections		
D. List each functional environment		
The student will note beside each datum on the SCANNING WORKSHEET the function(s) used to present each datum.		
	THE STREET	

SCHLIEFEGOWERT Commerciative Activity "SCMS" A. Circle additional data Additional information that impacts on the prespectived data needs will be circled. B. List data Additional information that impacts on the prespectived data needs will be circled. B. List data Additional data information that impacts on the prespectived data needs will be circled data to the SCHMING Additional information that impacts on the fonctional Additional information C. Determine the functional data Additional data is found. S/Ne will determine the functional			
Aicrostandabs (Functional Elements) a. Indianal 1.1: all elements 1.2: " 1.3: " 2.1.1: 1/2/7-11/13/14/ 2.1.2: 1/3-5/7/10-15	SKILL DEVELOPMENT		COMUNICATIVE PRACTICE
a. The maj	MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
t impacts on the prespecified the circled data to the SCANNING the circled data to the SCANNING al environment he sentence in which each addine will determine the functional containing additional data. e or more of the following: ation ts, persons, processes information formation ttitudes	SCANNING FOR ADDITIONAL DATA (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING)		
. <u>1</u>	A. Circle additional data		
the functional environment the functional environment ill inspect the sentence in which each addi- is found. S/he will determine the functional asch sentence containing additional data. s) will be one or more of the following: dentify objects, persons, processes tate factual information eek factual information ntellectual Attitudes greement	The student will peruse the document for additional data. Additional information that impacts on the prespecified data mande will be circled.	Figure 1. The second se	
MING di-	8. List data		
di- onal	The student will transfer the circled data to the SCANNING WORKSHEET.		
onal	C. Determine the functional environment	- 9	
Factual Information identify objects, persons, processes state factual information seek factual information Intellectual Attitudes .1 agreement	The student will inspect the sentence in which each additional datum is found. S/he will determine the functional category for each sentence containing additional data. The function(s) will be one or more of the following:		
identify objects, persons, processes state factual information seek factual information Intellectual Attitudes 1 agreement 2 disagreement		The second second	
state factual information seek factual information Intellectual Attitudes .1 agreement			
seek factual information Intellectual Attitudes .1 agreement .2 disagreement			
Intellectual Attitudes .1 agreement .2 disagreement			
agreement disagreement			
		2.1.1: 1/2/7-11/13/14/	CONTRACTOR WITH PUBLIC CONTRACTOR AND
	2.1.2 disagreement	2.1.2: 1/3-5/7/10-15	

ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.1 an offer	2.2.1: 1/2/4/6-8/10/14-	
2.2.2 declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3 accepting an offer	2.2.3: 1/2/4/5/7/9/11-	
2.3.1 remembering	2.3.1: 1-3/9-11/13	
2.3.2 forgetting	2.3.2: 1-5/10/13	
2.4.1 possibility	2.4.1: 1-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: all elements	
2.5.2 incapability	2.5.2:	
2.6 need	2.6:	
2.7.1 certainty	2.7.1:	
2.7.2 uncertainty	2.7.2:	
2.8 obligation	2:8:	
2.9.1 request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2 granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3 denial of permission	2.9.3: 1/2/4-13	
2.10.1 denial	2.10.1: 1-15	

ENABLING OBJECTIVE R.2-3 SCANING FOR ADDITIONAL DATA

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMINICATIVE PRACTICE
MacroSTANDARDS Communicative	MacroSTANDARDS Communicative Activity "SCANS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.10.2	2.10.2 affirmation/confirmation	2.10.2: 1/4-8/10-12	
2.11	awareness	2.11: all elements	
2.12.1	2.12.1 difficulty	2.12.1:	
2.12.2	ease	2.12.2: "	
2.13	belief/opinion	2.13:	
3.0	Emotional Attitudes		
3.1.1	pleasure/liking	3.1.1: 1-4/10-13	
3.1.2	displeasure/dislike	3.1.2: 1-4/12/16	
3.2.1	satisfaction	3.2.1: 1-5/8-11	
3.2.2	dissatisfaction	3.2.2: all elements listed	
3.3.1	fear	3.3.1:	
3.3.2	worry	3.3.2: 1-6/8/11	
3.4	·	3.4: 1/3-8	
3.5	surprise	3.5: 1-5/7/8/19-21	T .
3.6	preference	3.6: all elements	
3.7	intention	3.7:	
3.8	Ĭ	3.8: 1/2/4-11	

BJECTIVE R.2-4 SUMMARIZING LINGUISTIC MOMEDIGES COMMINICATIVE PRACTICE		SPANISH	
FIVE R.2-4 SUMMARIZING			COMMUNICATIVE PRACTICE
BJECTIVE R.2-4 SUPPARIZ	ING		LINGUISTIC NONLEDGES
	R.2-4 SUPPARI		
	ENABLING OBJECTIVE		

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COMMINICATIVE PRACTICE	COMMENTS AND ADDITIONAL INFORMATION	Practice in drawing conclusions from samples of the SCANNING MORKSHEET is useful here.	
LINGUISTIC INDIALEDGES	MicroSTANDARDS (Functional Elements)		
SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "SCANS"	SUMMARIZING A. Draw conclusions The student with the data and their functional environments stated on the SCANNING WORKSHEET will make inferences based on the information. S/he will write these inferences on the SCANNING WORKSHEET in the block labeled CONCLUSIONS. B. Recommend actions to be taken The student will determine what job-responsible actions should be taken, if any, S/he will note recommended actions on the SCANNING WORKSHEET.	